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ABSTRACT

This annotated guide is a first attempt to canvass and organize the growing body of literature and resources available to workers in the field of primary drug abuse prevention. Major topics covered include: history, strategies, and policies of drug abuse prevention; education and training; community action; multimedia information sources; evaluation; additional readings; and State and Federal contacts and coordinators. (Author/JLL)

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Primary Prevention in Drug Abuse

An Annotated Guide to the Literature

CG 01 2454

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

2

Primary Prevention in Drug Abuse

An Annotated Guide to the Literature

Prevention Branch
Division of Resource Development
National Institute on Drug Abuse
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Rockville, Maryland 20852

This annotated guide was prepared by Louisa Messolonghites for the Prevention Branch, Division of Resource Development, National Institute on Drug Abuse, under Contract Number 271-76-4007.

The decisions for the selection of materials do not necessarily reflect the position of the National Institute on Drug Abuse, or imply endorsement by the Institute or the Alcohol, Drug Abuse, and Mental Health Administration of the Public Health Service, U.S. Department of Health, Education, and Welfare.

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FOREWORD

This annotated guide is a first attempt to canvass and organize the growing body of literature and resources available to workers in the field of primary drug abuse prevention. A rapidly increasing number of requests for materials and resources relevant to drug abuse prevention prompted us to initiate a process for identifying the materials that practitioners of primary prevention have found most valuable and effective.

The core selections were winnowed from the impressive response to our appeal for help. These selections were augmented by a bibliographic search and by recommendations from key people in agencies and institutions involved in the many facets of prevention. We sought to provide both a theoretical and practical framework to guide the development of primary prevention programs throughout all the phases, from creation, planning, development, modification, evaluation, and replication.

We have not attempted to be comprehensive: the guide is extensive, not intensive. With a few exceptions, the materials were produced within the last 5 years. We have not confined ourselves to drug-specific prevention and have interpreted the term "primary prevention" in its broadest context.

Differentiating the parameters of primary prevention, as we have discovered, is not easy. There is no single handle to the "whole thing," because the ideas permeate the whole spectrum of health and social behavior.

We anticipate that this first guide to the literature of primary prevention will elicit many suggestions for a second and more comprehensive edition. We hope that readers will be stimulated to join us in a continuing effort toward a comprehensive catalog of the best available materials as new approaches and strategies are developed and validated.

JOHN R. OLSEN, PH.D.
Chief, Prevention Branch
Division of Resource
Development
National Institute on Drug Abuse

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DRUG ABUSE PREVENTION: HISTORY, STRATEGIES, AND POLICIES

Barnes, Donald E., and Messolonghites, Louisa, eds. *Preventing Drug Abuse: Ideas, Information, and Lines of Action for Parents, Young People, Schools and Communities.* New York: Holt, Rinehart and Winston, 1972. 109 pp.

- This compilation of concise excerpts from the literature provides a balanced view of the problem and a cautious approach to finding quick and easy solutions. The emphasis is upon the involvement of young people in the processes that affect their development.

Brecher, Edward M., and the editors of Consumer Union. *Licit and Illicit Drugs.* Boston: Little, Brown and Co., 1972.

- A comprehensive review of major drugs and their role in American society examined in historical perspective and present status. Each type of drug, including the popular legal ones, is examined in relationship to public attitudes and legal policies regarding its uses. The report lists recommendations for alleviating the confusion and inconsistencies prevalent in American drug policies and attitudes.

Brotman, Richard, and Suffet, Frederic. The concept of prevention and its limitations. *The Annals of the American Academy of Political and Social Science,* 417:53-65, Jan. 1975.

- An examination of the assumptions underlying four strategies for reducing drug demand. One conclusion is that prevention specialists must ask themselves some difficult questions and articulate clearer answers for the politicians, law enforcement officials, comptrollers, etc.

Cohen, Allan Y. *Alternatives to Drug Abuse: Steps Toward Prevention.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, reprinted 1975. 35 pp.

- States the assumptions underlying the alternatives approach to drug abuse and summarizes the alternatives theory. Provides a table of the experiences drug users seek, corresponding motives, and probable drugs of choice to gratify the user's experiential need or aspiration. Concludes with practical criteria for evaluation of alternatives and suggestions for further research and evaluation.

———. Drug abuse prevention in theory and practice. In: *Developments in the Field of Drug Abuse: Proceedings of the National Association for the Prevention of Drug Abuse, 1974.* Senay, Edward, ed. Cambridge, Mass.: Schenkman Publishing Co., 1975.

Commission of Inquiry into the Non-Medical Use of Drugs. (LeDain Commission). Final Report. Information Canada, 1973. 1,148 pp.

- A comprehensive sourcebook on Canadian drug abuse.

Corder, B.; Smith, R.; and Swisher, J., eds. *Drug Abuse Prevention: Strategies for Educators.* Dubuque, Iowa: W.C. Brown, 1974.

Dohner, V. Alton. Alternatives to drugs: A new approach to education. *Journal of Drug Education,* 2(1):3-22, Mar. 1972. Reprinted by the National Clearinghouse for Drug Abuse Information.

- Suggests the positive use of alternatives to drug abuse as a basis for education and prevention. Ten realities are considered that must be recognized in the development of relevant drug education.

Domestic Council Drug Abuse Task Force, Executive Office Building, Washington, D.C. *White Paper on Drug Abuse: A Report to the President.* Sept. 1975. 116 pp.

- The major recommendation is a strong endorsement for the concept of a Federal program that balances the effort to control the supply of drugs with an effort to reduce the demand. Basic themes stress a realistic Federal role, priority to high-risk drugs, reduction of drug supply focusing on high-level traffickers, and increased attention to prevention and vocational rehabilitation. The report supports a greater emphasis on education and prevention efforts that promote the healthy growth of individuals and community-based programs tailored to specific problems and resources of local communities.

Drug Abuse Council, Inc., 1828 L St., N.W., Washington, D.C. Bryant, Thomas E. et al., eds. *A Perspective on "Get Tough" Drug Laws.* May 1973. 15 pp.

- The Council's detailed studies of drugs and their effects and of past efforts to control drug abuse, as well as current prevention and treatment programs, led to the conclusion that stiffer criminal sanctions will not provide salvation or even respite.

Drug Abuse Survey Project. *Dealing with Drug Abuse: A Report to the Ford Foundation.* New York: Praeger Publishers, 1972. 396 pp.

- A description of the project and seven staff papers interpret the drug problem existing at the beginning of the decade. Staff Paper 2, by Patricia M. Wald and Peter Barton Hutt, provides an overview of drug education; Paper 5, by Peter B. Goldberg and James V. DeLong, deals with Federal expenditures; and Paper 6, by Andrew T. Weil, describes the altered states of consciousness that drug users seek to experience but which may be achieved without drugs.

Irwin, Samuel; Hayes, Rexine M.; and Grunder, Lee R.

Awareness and creative choice: Alternatives to drugs. *Contemporary Drug Problems,* 4(1):35-56, Spring 1975.

Education for living: Awareness and creative choice (Alternatives to Drugs). *Journal of Psychedelic Drugs*, 7(1):49-57, Jan.-Mar. 1975.

- Paper presented at the American Educational Research Conference, Fall 1974, outlines the authors' unitive approach to creative choices and education for living. The approach calls for development of skills in relaxation and regulation, concentration and will, observation and memory, sensory awareness and enrichment, communication and trust, imagination and creativity, meditation and centering, problem-solving, and drug education.

Jackson, Lura S. Alternative pursuits: Implications for drug prevention. In: *Developments in the Field of Drug Abuse: Proceedings 1974 of the National Association for the Prevention of Drug Abuse*. Senay, Edward, et al., eds. Cambridge, Mass.: Schenkman Publishing Co., 1975.

- How one Government-sponsored project, *Alternative Pursuits*, put wings on the idea of creating a wide spectrum of alternatives to drugs by using the natural creative spark and resources in communities to provide constructive experiences that reduce demands for drugs and benefit the whole community. Includes informal guides that might serve as criteria for defining programs that are alternative concepts rather than mere substitutions.

———. Alternatives for youth: What can society do? Ibid.

- An appeal for a social response to the considerable evidence that supports the view that self-fulfillment and social commitment are not compatible with dangerous drug abuse. Notes the difficulties in gaining funds for alternative programs in the absence of hard data that validate the effectiveness of alternative programs.

———. Next steps in drug prevention. *General Federation Clubwoman*, Dec. 1974, pp. 11-12; 28.

- The alternatives trend in drug abuse prevention strategy heeds the research evidence that certain fundamental human needs must be met for young people to grow into whole, mature persons. It accepts the premise that young people turn to drugs as a way of reaching out to fulfill quite legitimate needs. Experiences that provide opportunities to fill these emotional needs through less destructive behavior can be regarded as alternatives to drugs. The article challenges the adult community to develop alternative structures, strategies, and endeavors to help the new generation become contributing members of society.

Jillson, Irene Anne, ed. *First National Drug Abuse Delphi Policy Report*. Baltimore, Md.: Policy Research, Inc., 1975. 34 pp.

- The Delphi explicates alternative Federal strategies for drug abuse prevention from 30 high-level State and Federal policy makers.

Lennard, Henry L.; Bernstein, L. Epstein; and Ranson, D. *Mystification and Drug Misuse.* San Francisco: Jossey-Bass, 1971.

- Examines the roles played by the drug industry, medical profession, mass media, youth culture, and consumers in fostering overprescription, overmedication, and misuse of legal and illegal drugs. Advocates a concerted effort to construct more positive human relations to reduce drug demand.

Marin, Peter, and Cohen, Allan Y. *Understanding Drug Use. An Adult's Guide to Drugs and the Young.* New York: Harper & Row, 1971. 163 pp.

- Designed to help parents and other adults understand the reasons behind teenage drug experimentation and to develop appropriate attitudes and approaches that will help young people deal with the pressures. The authors suggest specific ways in which adults can help young people find alternatives to drugs through involving them in exciting and constructive activities and experiences.

Maslow, Abraham H. *Toward a Psychology of Being.* New York: Van Nostrand, 1968.

- Maslow's conceptualization of self-actualization is explained as a dynamic process, active throughout life, in which the individual matures beyond a progressive gratification of needs. His list of clinically observed characteristics of healthy people are goals of most of the affective educational processes that have emerged as primary prevention strategies. The characteristics of the wholly functioning person include: a superior perception of reality; increased acceptance of self, of others, and of nature; increased spontaneity; problem-solving; increased desire for privacy; increased autonomy and resistance to acculturation; greater freshness of appreciation and richness of emotional reaction; higher frequency of peak experiences; increased identification with the human species; improved interpersonal relations; more democratic character structure; increased creativeness; and certain changes in the value system.

Mills, Roger C. "Prevention and the Psychology of Mental Wellness." Conference paper, 1975. Eugene, Oreg.: Lane County Community Mental Health Center.

- This discussion cites research evidence of the negative effects of the medical model of mental illness, especially as applied to alcohol, drugs, and severe emotional problems. Reviews new knowledge in the science of primary prevention and the process of stress reduction. This perspective uses a coping-skills approach to preventive intervention.

National Commission on Marihuana and Drug Abuse. *Marihuana: A Signal of Misunderstanding.* The Technical Papers of the First Re-

port of the Commission, Vols. I and II. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, Mar. 1972. 1,252 pp.

- In submitting Volume I representing the first year report, the Chairman of the Commission stated that the Commission reached its recommendations from the facts which they hoped would demythologize the controversy surrounding marihuana and would play a significant role in bringing uniformity and rationality to both Federal and State marihuana laws.

———. *Drug Use in America: Problem in Perspective*. Second Report of the Commission. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, Mar. 1973. 481 pp.

- A 2-year examination of drug use, misuse, and abuse by the Commission led to the realization that the old definitions and old ways of looking at the problem required a new set of terms and a new perspective. Chapters define the issues, provide data on the drug using behavior in the United States, assess the social impact, and formulate a rationale toward a coherent social policy. Chapter five looks ahead to the immediate future and to policy making over the long term. Sources and an index of recommendations are included.

National Council on Crime and Delinquency Research Center; Emrich, R.L. "Alternatives: The Key to Drug Abuse Prevention and Rehabilitation." Background paper, 1971.

———. *Proceedings of the Alternatives to Drug Abuse Conference, May 16-18, 1972, Santa Barbara, California*. Sponsored by the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice.

- Stresses that alternatives programs should provide an opportunity to do things differently and should be valuable in their own right. A community which supports such programs runs no risk, since the presence of the programs improves the community directly, in addition to providing a setting which encourages young people to live without drugs.

———. *Proceedings of the Second Alternatives to Drug Abuse Conference, January 9-12, 1973, Airlie House*. Sponsored by the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice.

National Institute on Drug Abuse; MacLeod, Anne. *Growing Up in America: A Background to Contemporary Drug Abuse*. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975. 98 pp.

- The focus is on understanding the viewpoint of young people and the contexts of their lives, whether in the inner cities, suburbs, in school or at home.

———. Messolonghites, Louisa, ed., and Jackson, Lura S., Project Officer. *Alternative Pursuits for America's Third Century: A Resource Book on Alternatives to Drugs.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974. 233 pp.

• These new perceptions, processes, and programs have implications for the prevention of drug abuse and provide provocative glimpses of social inventions in the making. The excerpts capture the spirit of an open society facing its hard truths but eager to celebrate new beginnings. Explores the need for alternatives and the directions toward which they may lead, and describes specific tactics and techniques for putting alternative programs into action. Lists of background readings accompany each chapter, and there is a resource directory with bibliographic notes.

———. Nellis, Muriel, ed. *Resource Book for Drug Abuse Education.* 2nd ed. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972. 115 pp.

• Information and tools for educators based on research and experiences in conducting drug education and prevention programs. New approaches to the design of drug programs tailored to individual community needs and to students' insistence upon a personalized, relevant approach to drug education.

———. Olsen, John R. *Toward a National Strategy for Primary Drug Abuse Prevention.* Final Report, Delphi II, July 31, 1975. 125 pp.

• The Prevention Branch of NIDA initiated a planning and strategy development process designed to evolve a national strategy for primary prevention that would be conceptually sound yet organizationally feasible for State and local practitioners. In this modified Delphi process more than 400 prevention practitioners from local, State, and Federal programs met in a series of work sessions. The results of the process included the following definition:
"Primary drug abuse prevention is a constructive process designed to promote personal and social growth of the individual toward full human potential, and thereby inhibit or reduce physical, mental, emotional, or social impairment, which results in or from the abuse of chemical substances."

———. *Marihuana and Health: Fifth Annual Report to the U.S. Congress,* 1976. Rockville, Md.: National Clearinghouse on Drug Abuse Information. (See **Research Studies and Surveys.**)

Nowlis, H.H. Perspectives on drug use. In: Special issue *Journal of Social Issues,* "Chemical Comforts of Man," 27(3):7-21, 1971.

———. Current approaches to education on drugs. In: *Proceedings 1971 Annual Scientific Meeting.* Committee on Problems of Drug Depen-

dence of the National Academy of Sciences and National Research Council, Washington, D.C.

———. *Drugs Demystified.* Paris: UNESCO Press, 1975. Available in French, Spanish, German, and Portuguese.

- Excellent background to the problem. Strategies are suggested for prevention.

Pacific Institute for Research and Evaluation. *Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse.* Lafayette, Calif.: Prevention Materials Press, 1975.

- The *Balancing Head and Heart* series began as an independent national study of innovative strategies in primary prevention. The project interviewed over 100 prevention programs and site-visited about 20 of the most promising. The books and videotapes produced during this study are designed to help initiate new prevention programs and improve ongoing ones. The materials may be used separately or in an integrated package to build public support, introduce new strategies, educate policymakers and program planners, and serve as a guide to practical action for schools and communities wishing to initiate primary prevention efforts. Summary brochure is free; the three books are $4.95 each. Within the State of Pennsylvania, the materials are available through CHOICE, Box 2773, Harrisburg, Pa. 17105; outside of Pennsylvania, the materials are available through Prevention Materials Institute, P.O. Box 152, Lafayette, Calif. 94549. Videotapes are listed in **Films, Videocassettes.**

Book 1: *Prevention in Perspective*, by Eric Schaps, Allan Y. Cohen, and Henry S. Resnik. 114 pp.

- An historical and theoretical summary of the prevention field, this book proposes its own developmental prevention model.

Book 2: *Eleven Strategies*, by Eric Schaps and Lee R. Slimmon. 176 pp.

- Eleven recommended strategies and each discussed in detail: philosophy and methods; strengths, weaknesses, and risks; costs; training requirements; suggestions for effective implementation and modification; available research evidence; and suggested readings.

Book 3: *Implementation and Resources*, by Eric Schaps, William T. Adams, and Henry S. Resnik. 208 pp.

- A comprehensive guide to organizing programs based on the recommended strategies; gaining community support, fundraising, staff training, and evaluating programs. Appendices describe exemplary prevention programs, training and consultation resources, and materials.

Senay, Edward et al., eds. *Developments in the Field of Drug Abuse: Proceedings of the National Association for the Prevention of Drug Abuse*, 1974. Cambridge, Mass.: Schenkman Publishing Co., 1975.

- This collection of papers reflects the national and local neglect of the needs of youth and analyzes the challenge of providing quality care and treatment for addicted populations, while working toward drug abuse prevention. The work of Federal, State, and private agencies is presented. An encyclopedia of cases illustrates the changes that have taken place and the new sets of working terms and perspectives that have emerged to keep pace with the changes.

Smith, David E., and Gay, George R. *"It's So Good, Don't Even Try It Once": Heroin in Perspective.* Englewood Cliffs, N.J.: Prentice-Hall, 1972. 208 pp.

- A collection of writings covering the evolution of the drug culture, its economics, social and psychological functions, and treatments. In dealing with prevention, the authors opt for the social alternatives model rather than the health education model.

Special Action Office for Drug Abuse Prevention. *Social Cost of Drug Abuse.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, Dec. 1974. 55 pp.

- Preliminary findings by the Special Action Office indicate a conservative figure of $10 billion annually as the cost of drug abuse. This social cost study was the first attempt to bring the human tragedy of drug abuse into perspective, beginning the process of broadening the context for understanding the social costs. Although the study does not attempt to measure indirect costs of impairment of individuals, families, and communities, it assesses five categories: health costs, productivity losses, criminal justice system costs, property loss, and direct program costs.

U.S., 92nd Congress, Senate. *Drug Abuse Office and Treatment Act of 1972.* Public Law 92-255, S. 2097. Mar. 21, 1972.

U.S., 94th Congress, Senate. An Act to amend the *Drug Abuse Office and Treatment Act of 1972.* Public Law 94-237, S. 2017. Mar. 19, 1976.

- The amendment includes sections stressing priorities for primary prevention.

Warner, Richard W. Preventing drug abuse: Where are we now? *Personnel and Guidance Journal*, 51(8):523-529, Apr. 1975.

- Cites the implications of research indicating that two important factors in drug abuse are boredom and peer influence.

Winn, Mitchell. *The Drug Alternative.* Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974.

• How values clarification and decisionmaking education can help young people deal with the pressures that can lead to drug use.

Zinberg, Norman E., and Robertson, J.A. *Drugs and the Public.* New York: Simon & Schuster, 1972.

• In a chapter on public attitudes toward illegal drug abuse, the authors, a psychologist and an attorney, criticize society's reaction to drug abuse, legally and emotionally. Their suggestions for changes in drug laws are based upon information from 1,000 interviews they conducted with users and nonusers.

EDUCATION AND TRAINING

Teacher/Student Training

Adkins, Jan. *Inside: Seeing Beneath the Surface.* New York: Walker & Co., 1975. 32 pp.

- A teaching book for ages 7-11, to lead the imagination from the concept of sight to insight, using the inner or third eye to see beyond things into ideas.

Alameda County Board of Education, 224 West Winton Ave., Hayward, Calif. 94544.

Keeping in Touch (K.I.T.): Grades 7-12, Drug Education Resource Materials. Oakland Unified School District, Oakland, Calif. 94604. 1974.

- The kit has six strands: Information (levels I and II), Awareness of Influences, Communication, Alternatives, Self-concept, and Values Clarification. Experiential activity cards accompany each strand, updated periodically to replace outdated or less effective exercises.

Now You Get Together—Create Your Own Drug Education Curriculum. Hayward Unified School District, Hayward, Calif.

- The coordinator of drug education, Orle Jackson, found a successful approach by involving high school students in the creation of a curriculum that the students felt was the most effective way to reach their peers through helping them understand motives and behaviors related to drug use.

American Guidance Service, Inc., Publisher's Building, Circle Pines, Minn. 55014. *The "Coping With" Books.*

- A series of paperback books about the interests, concerns, and problems of young people. The set includes 17 titles with teacher-counselor manuals.

Ball, Geraldine, and Bremner, Harry. *Magic Circle at School.* La Mesa, Calif.: Human Development Training Institute.

- A workbook for early elementary grades to stimulate enjoyment and satisfaction in the classroom. The "magic circle" is the popular name for the human development program designed by Palomares, Bessell, and Ball of the Human Development Training Institute.

Bessell, Harold. *Human Development Program.* La Mesa, Calif.: Human Development Training Institute.

———. Activity guides (Magic Circle) for preschool through grade 6.

———. Program for Institutionalized Teen-Agers.

———. *Methods in Human Development, Theory Manual.* 1970.

Borton, Terry. *Reach, Touch and Teach: Student Concerns and Process Education.* New York: McGraw-Hill, 1970. 213 pp.

- An introduction to Process Education which seeks to help children understand the process of change, and to gain confidence that the individual can create change within himself and in society. The book shows ways to provide opportunities for children to practice the process.

Brown, George Isaac; Yeomans, Thomas; and Grizzard, Liles. *The Live Classroom: Innovation through Confluent Education and Gestalt.* New York: Esalen/Viking, 1975.

- Brown's term for humanistic or psychological education suggests the flowing together, or integration of cognitive and affective learning. The background to the book is the Ford-Esalen Project in Affective Education, from which he derived many of his techniques and classroom applications. This new book draws on his ongoing research project in confluent education and offers concrete suggestions for teachers and parents that focus on the development of the whole child.

Brown, William F. *Student-to-Student Counseling: An Approach to Motivating Academic Achievement.* Austin, Tex.: University of Texas Press, 1973.

- Documents an 18-year program of testing and counseling research involving 42,500 students enrolled at 60 high schools and colleges. Includes guidelines for establishing a student-to-student counseling program to help peers adjust to the personal, social, and academic demands of college life.

Carkhuff, Robert, ed. *Life Skills Series.*

The Art of Helping. 1972. 178 pp. Illustrated.

The Art of Problem-Solving. 1973. 150 pp. Illustrated.

The Art of Program Development. 1973.

Washington, D.C.: American Personnel and Guidance Association.

- The three volumes in the *Life Skills Series* are aimed at helping the helper, whether a teacher, counselor, parent, administrator, student, or counselee. The first volume is a step-by-step introduction to the basic skills of helping. *The Art of Problem-Solving* develops the theme of individual problem-solving into group problem-solving. The last volume is concerned with the application of helping and problem-solving skills to program development.

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———. *Helping and Human Relations*, Volumes 1 and 2. New York: Holt, Rinehart and Winston, 1969.

———. *The Development of Human Resources*. New York: Holt, Rinehart and Winston, 1971.

Center for the Study of Instruction. *A Probe Into Values*. New York: Harcourt Brace Jovanovich.

- A black box containing 4 copies of 40 stories describing decisionmaking situations, with several alternatives. After the student makes his decision, he is given time to consider the values behind his choice and to change his mind if necessary. Discussion period allows time for children to state the ideas affecting their decision.

The Center for Understanding Media, 75 Horatio St., New York, N.Y. 10014. *Doing the Media: A Portfolio of Activities and Resources*. 219 pp.

- For teachers of all grades who would like to incorporate media production in classwork. A personalized report of a joint media production project between the Center for Understanding Media and the Mamaroneck, N.Y., public schools, written by the staffers involved. All the methods described have been tested by classroom teachers.

Charlotte Drug Education Center, Inc. Charlotte, N.C.: Junior League of Charlotte, 1973.

Let's Do It Now: A Guide in Drug Education for Teachers and Counselors.

Suggestions for Parents: Preventing Drug Abuse in Your Family.

Keep Out: A Course in Human Relations for the 6th Grade.

- Teacher's manual and student's workbooks. Available from the Charlotte Drug Education Center, 1416 East Morehead St., Charlotte, N.C. 28204.

Colwell, Lida. *Jump to Learn: Learning Motor Skills For Self Esteem*. San Diego, Calif.: Pennant Educational Materials.

- A 12-week course for preschoolers using basic motor skills to make children experience success and gain skills that will make them more comfortable when they start school. The premise is that children gain confidence and self-esteem by mastering exercises in coordination such as skipping rope, throwing, catching, and running. Kit contains teacher's guidebook and 10 individualized teaching plans and screening instrument booklets.

Commonwealth of Pennsylvania, Governor's Council on Drug and Alcohol Abuse, Riverside Office Building One, 2101 North Front St., Harrisburg, Pa. 17110. *Addictions Prevention Laboratory.*

Branca, Melanie Costa; D'Augelli, Judith Frankel; and Evans, Karen Loges. *Development of a Decision-Making Skills Education Program.* Study I, 1974.

Curriculum: Decisions Are Possible. A Decision-Making Skills Education Program for 5th and 6th grades.

D'Augelli, Judith Frankel, and Weener, Joan M. *Development of a Parent Education Program as a Drug Abuse Prevention Strategy.*

Myer, Donna Foster, and Swisher, John D. *Progress Report: Teacher Resource Instructional Packet System in Drug Education.*

Swisher, John D. *Pennsylvania's Systematic Approach to Drug Abuse Prevention.*

- Brief overview of the Addiction Prevention Laboratory.

Swisher, John D., and Walls, Barbara. *A Goal-Oriented Index of Affective Education Materials.*

Cooperative Education Service Agency No. 8, 107 North Douglas St., Appleton, Wis. 549111. *Drug Prevention Education Program.* 1975.

- Seven training and activity booklets for grades 2 through 6. 40 pp. each. The packages are organized around four themes: self-concept, values, decisionmaking, and drug information. The format includes graphics and cartoons, role-playing situations and open-ended stories. The materials have been validated by the U.S. Office of Education for nationwide distribution. A 6-hour training workshop is available for school systems interested in adopting the entire program.

Curwin, Richard, and Fuhrmann, Barbara. *Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching.* Englewood Cliffs, N.J.: Prentice-Hall, 1975. Illustrated.

Dade County Public Schools, Division of Instruction, 1410 N.E. 2nd Ave., Miami, Fla. 33132.

Professional Resources in Developmental Education (PRIDE) Program.

- The three components of the program provide instruction in substances, affective learning, and alternative activities. The instructional unit is concerned with imparting information in language appropriate to reading levels within the context of decisionmaking and value-clarification skills. The affective component works toward development of positive attitudes toward self and others, using such strategies as the Magic Circle, teen counseling of elementary pupils, and peer counseling on a large scale in secondary grades. Alternative activities focus on involving students in various activities believed to be counter to drug abuse.

Evaluation of the 1973-74 Substance Education Program PRIDE, by the Planning and Evaluation Department, 1974.

Bookman, Michael, and Safferstone, Mark. *Developing Real Understanding and Growth in Students.* 1973.

Primary Learning Experiences in Affective and Substance Education: A Program Guide. 1974.

Samuels, Mimi, and Samuels, Don. *The Complete Handbook of Peer Counseling,* Miami, Fla.: Fiesta Publishing Corp., 1975.

Getting Your Act Together. Authorized course of instruction for the QUINMESTER Program (language arts), 1971.

Dinkmeyer, Don. *Developing Understanding of Self and Others: Manual.* Circle Pines, Minn.: American Guidance Service, Inc., 1970.

- The DUSO program has a broad appeal and can be adapted by teachers to particular types of children, despite its mainstream cultural values. DUSO was developed to help children understand their own social and emotional behavior and those of their friends. The eight units are Understanding and Accepting Self; Understanding Feelings; Understanding Others; Understanding Independence; Understanding Goals and Purposeful Behavior; Understanding Mastery, Competence, and Resourcefulness; Understanding Emotional Maturity; and Understanding Choices and Consequences. A complete package includes a kit of activities and materials: puppets, stories, cassettes, props, and posters, incorporating the DUSO themes. (See **Slides, Filmstrips, Audio-cassettes, Lps.**)

Educational Research Council of America, Rockefeller Bldg., Cleveland, Ohio 44113.

A World to Grow In. 1972. (Elementary level)

Drugs, Alcohol, Tobacco, and Human Behavior. 1971. (Junior high level)

Learning to Decide Program. (Elementary level)

Values and Decision Making Program. (Secondary level)

Myers, Eddie E. *Human Persons and the Use of Psychoactive Agents.* 1973. (Senior high level)

Myers, Eddie E.; Rowe, John; et al. *The New Model Me: An Operators Guide to Coping with Frustration and Aggression.* 1973.

Ojemann, Ralph H. *Basic Considerations for the Study of Youth Problems.* 1971. 4 pp. Mimeo.

Ojemann, Ralph H.; Buerger, Theodore; Myers, Eddie E.; et al. *The Ohio Program of Education in Resolution of Aggression-Producing Situations.* 1972.

Myers, Eddie E. *Summaries of Current Popular Affective Education Programs.* 1974. 32 pp. Mimeo.

What Can We Do Today, Mommy?

Why a Preschool?

- The materials developed by the Educational Research Council of America are for teaching programs in human behavior and potential. An updated price list of print and multimedia materials are available from ERCA.

Edwards, Gerald. "Perspectives on drug education." In: Second Report of the National Commission on Marihuana and Drug Abuse. *Drug Use in America: Problem in Perspective.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1973. Reprinted in *Contemporary Drug Problems*, 3(4): Winter 1974.

- Discussion of objectives of drug education, the affective approach, research evidence, components of school programs, alternatives, and relationship to the community. Includes specific classroom techniques and examples of counseling modalities, drug education workshops, and peer leadership programs.

———. *Reaching Out: The Prevention of Drug Abuse Through Increased Human Interaction.* New York: Holt, Rinehart and Winston, 1972. 118 pp. (Available from the author, 37 Brompton Road, Garden City, N.Y. 11530.)

- A resource book that provides an original action-oriented process for teachers to create school environments conducive to learning. Strategies and exercises to help students help one another and guide peer group influences. The approach requires that teachers clarify their own roles in teaching drug abuse prevention and that the classroom be student centered.

Elder, Carl A. *Making Value Judgments.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. 194 pp.

- The focus is on the decisionmaking process with "valuing" as the means. Aimed at students from grades 7 to 10, the book encourages young people to make their own decisions, to be proud of them, and to act on them, thus giving meaningful direction to their lives. Chapters cover the valuing-decision process in family life; school; citizen roles; consumerism; use of drugs, alcohol, and cigarettes; law; prejudice; pollution; career choice; and life goals. The book was designed to use an inquiry approach and independent investigation to stimulate classroom discussion, and personal action.

Elverta (Calif.) Joint School District. *Human Behavior and Drug Education: A Curriculum Guide for Drug Abuse Prevention.* The Aquarian Effort, 2104 Capitol Ave., Sacramento, Calif. 95816, 1975.

- For primary and elementary grades, the curriculum has two sections, Human Behavior and Drug Concepts. Section I is concerned with self-esteem, friendship, decisionmaking, peer influence, needs, communication, environment, perception, sharing, stress, and structuring

time. Section II is concerned with the effects of substances on individuals and on society.

Forsyth, Alfred S., Jr. *Toward Affective Education: A Guide to Developing Affective Learning Objectives.* Columbus,Ohio: Battelle Institute, 1975.

- The guide, developed through an affective education program, K-3, in Niles, Mich., provides theory and how-to's for developing affective learning objectives. Suggestions for implementation and assessment are included, as well as specific classroom activities.

Gelert, H.B.; Varenhorst, Barbara; Carey, Richard; and Miller, Gordon P. *Deciding,* Grades 7-10; *Decisions and Outcomes,* Grades 11 through adult.

Princeton, N.J.: College Entrance Examination Board, 1973.

- Courses in developing and applying decisionmaking skills in group settings. Leader's guides and student workbooks introduce participants to activities involving choosing alternatives and discussing the values behind decisions.

Harmin, Merrill. *People Projects: Teacher's Manual to Activity Cards.* Reading, Mass.: Addison-Wesley Publishing Co., 1973.

- Kits of activity cards to supplement language arts and social studies in grades 4 through 8 are keyed to three maturity levels. Aimed at stimulating both affective and cognitive growth, the kits involve students in exploring human values and feelings, engaging in problem-solving and creative thinking, planning and implementing action projects. (See **Plays, Puppets, Activity Books, Visuals.**)

Hawley, Robert; Simon, Sidney; and Britton, D.D. *Composition for Personal Growth: Values Clarification Through Writing.* New York: Hart Publishing Co., 1973.

- Many original activities with uses other than teaching composition.

Howe, Leland W., and Howe, Mary Martha. *Personalizing Education: Values Clarification and Beyond.* New York: Hart Publishing Co., 1975. 574 pp.

- Over 100 strategies and work sheets for integrating values clarification into subject matter. The chapters deal with personalizing human relations, goals, curriculum, and classroom organization/management.

Indiana Department of Public Instruction, Northern Regional Service Center, 635 South Main St., South Bend, Ind. 46653. *The Indiana Drug Abuse Education Resource Guide. K-12.*

- The manual provides detailed information to assist local school districts in planning and implementing comprehensive drug prevention programs using affective educational approaches.

Institutional Development and Economic Affairs Service (IDEAS), Inc., 1785 Massachusetts Ave., N.W., Washington, D.C. 20036.

Wigginton, Eliot. *Moments: The Foxfire Experience.* 1975. 146 pp.

- Addressed to teachers and school administrators, this book discusses *Foxfire* as a learning concept by which students are led through a series of self-perceived learning "moments" by participating in the project.

Wood, Pamela. *You and Aunt Arie: A Guide to Cultural Journalism.*

- A student guide to Foxfire programing, by a teacher/advisor to a Foxfire-inspired project (*Salt*) in Kennebunk, Maine.

Ives, Edward. *A Manual for Fieldworkers.*

- Standard reference for the Foxfire groups toward the art of interviewing and collection of archive materials. Published by the Northeast Folklore Society, available through IDEAS.

Kotowski, Joanne. *Say It With Puppets.* Pflaum Publishing, 8121 Hamilton Ave., Cincinnati, Ohio 45231. (See **Plays, Puppets, Activity Books, Visuals.**)

Lidstone, John, and McIntosh, Don. *Children as Film Makers.* New York: Van Nostrand Reinhold, 1970. 111 pp.

- Getting kids away from spending hours watching television and movies and into producing them is the motive of this book. It shows that kids, given a chance, are capable of making intelligent and worthwhile films, even in the elementary grades. Includes instruction in the rudiments of film-making, with sources of information about films and film-making and descriptions of films made by elementary schoolchildren.

Limbacher, W. *Dimensions in Personality Series: Search for Values.* Pflaum/Standard, 38 West Fifth St., Dayton, Ohio 45402, 1969.

Now I'm Ready, Grade 1; *I Can Do It*, Grade 2; *What About Me?* Grade 3; *Here I Am*, Grade 4; *I'm Not Alone*, Grade 5; and *Becoming Myself*, Grade 6.

- This structured affective education program has been found to be effective on the elementary level, where the values clarification approach may be too abstract and verbal. The curriculum includes an instructor's tool kit of strategies and techniques.

Lotecka, Llynn. *We All Get A Chance to Talk: The Circle Approach to Affective/Social Education.* McKeesport, Pa.: MYCODA, Inc., 1974.

- A companion booklet to the film of same title, designed for school staff conducting inservice programs for elementary teachers, covers some of the reasons for using affective educational methods. The major emphasis is on the Human Development Program. (See **Films, Videocassettes.**)

Mattox, Beverly A. *Getting It Together: Dilemmas for the Classroom.* San Diego, Calif.: Pennant Educational Materials, 1975.

- A paperback for teachers based primarily on Kohlberg's stages of moral development. Suggestions are given for teaching and implementing 45 dilemmas, arranged in order of complexity. Adaptable for K-12.

Michigan Department of Education, P. O. Box 420, Lansing, Mich. 48902. *Drug Education Guidelines.*

- Punch-hole format allows for updating of individual sections as changes are made. Guidelines cover eight issues: (1) adopting a sound philosophy and objectives; (2) the school's role in drug education; (3) the drug education program in school; (4) the school's role in guidance, counseling, and referral; (5) monitoring and controlling the flow of drugs in the school; (6) cooperation with the community for developing drug programs; (7) inservice education of school staff; and (8) selection of instructional materials, resources, and methods.

Miles, Samuel A. *Learning About Alcohol.* Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974.

- Resource book for teachers that provides a solid foundation for the alcohol and drug educator. The emphasis is on human behavior and the factors that shape it, personal values, societal norms, and risk-taking activities. Not a curriculum guide, but useful for teachers helping to prepare students to make informed decisions.

National Commission on Resources for Youth, 36 West 44th St., New York, N.Y. 10036.

Youth Tutoring Youth Program.

- Useful in introducing the concept to those interested in initiating a program. Free.

Supervisor's Manual.

- For the person supervising a tutoring center.

A Manual for Trainers.

- For use by the person responsible for the preservice and inservice training of tutors.

You're the Tutor.

- A manual addressed directly to the tutor.

Tutoring Tricks and Tips.

- Hints for the beginning tutor.

For the Tutor.

- Suggestions for games that tutors can make themselves.

Learning and Growing Through Tutoring. 130 pp. Illustrated.

- Case history of a Youth Tutoring Program which details program operation for 1 year with special emphasis on the human dynamics of youth tutoring youth. (See **Films, Videocassettes.**)

National Institute on Drug Abuse. *Southern Regional Education Board Task Force Reports.* National Clearinghouse for Drug Abuse Information, Rockville, Md., 1976.

- These reports are part of NIDA's Prevention Branch's program of sharing information produced in projects sponsored by demonstration grants to help other schools and communities advance the state of the art of drug prevention and education.

Doing Drug Education: The Role of the School Teacher. 1975. 25 pp.

- Includes techniques and resources.

Beyond the Three R's: Training Teachers for Affective Education. 1975. 45 pp.

- Educational strategies and resources applicable to drug education.

Why Evaluate Drug Education? 1975. 32 pp.

- The four sections provide guidance for evaluations of alcohol and drug education programs: Why evaluate?; Guidelines for Impact Evaluation; Suggestions for Process Evaluation; and synopses of examples of evaluations of programs.

Drug Abuse Training in National Perspective: A Background Paper on the State of the Training Art. Prepared by Hazel G. Holly for Training the Human Resources, National Conference on Drug Abuse Training, Feb. 11-13, 1974. Rockville, Md.

North Carolina Department of Public Instruction, Raleigh, N.C. 27611.

Drug Education Program.

A Framework for Health Education.

- In the framework, the affective domain takes its place in health education along with the cognitive emphasis. The approach uses values clarification, decisionmaking, and self-actualization.

Life Skills for Health: Focus on Mental Health. K-3, 4-6; 7-9; and 10-12.

- General concept is that a mentally healthy individual has a positive self-image, decisionmaking skills, good interpersonal relationships, and the ability to behave in a manner acceptable to the individual and to society. The program is a supplement to other health education resources aimed at enabling children to learn coping skills that prevent problems, not cure them.

"On Being Me" (Differences-Uniqueness-Cultures). Contemporary Education, Inc., Campbell, Calif. 95008, 1975.

- A multicultural starter kit containing teacher lessons and resources, student involvement activities, with a special unit on "name calling" and how to eliminate its presence in the schools. Emphasis is on differences, self-esteem, uniqueness, culture, and human relations. Spanish edition.

Orange County Department of Education, P.O. Box 11846, Santa Ana, Calif. 92711. Drug Abuse Prevention Education Center, 1250 South Grand Ave., Santa Ana, Calif. 92705.

Brayer, Herbert O. *Teaching for Responsible Behavior: A Comprehensive Values Oriented Approach to High Risk Behaviors Including Drug Abuse and Other Labeled "Delinquent Behavior."*

Brayer, Herbert O. *Valuing in the Family: A Workshop Program for All Concerned Parents.*

- This comprehensive program was adapted from the Coronado Plan. It has been used in training more than 5,000 teachers and 4,000 parents and has been adopted in many counties and States throughout the country. A "Care Package" including curriculum materials, teacher guides, and evaluations is available from the Center for $5. The new teacher's guide, for elementary and secondary schools, contains more than 300 alternative strategies and techniques.

Palomares, Uvaldo, and Ball, Geraldine. *Magic Circle: An Overview of the Human Development Program.* La Mesa, Calif.: Human Development Training Institute, 1974.

———, and Bessell, Harold. *The Human Development Program.* La Mesa, Calif.: Human Development Training Institute, 1971.

- Designed to develop affective growth, motivation, and achievement in all areas of education, the program focuses on three basic themes: awareness, mastery, and social interaction. The social invention is the circle session or "magic circle," a communications system which incorporates group techniques for children in a structured learning environment, in which teacher and students share their thoughts and feelings and discuss their behavior daily. The theory manual and curriculum activity guides begin with preschool and continue through nigh school.

Perry, Nancy E. *School-Based Workshops for School and Community.* London, Ohio: Madison County Board of Education, 1974.

- Model for a workshop to be used in a school setting with teachers, students, and community members, including parents. The four 2-hour modules begin at the cognitive level and work to the feeling level, using role-playing and the fishbowl discussion technique.

Randolph, Norma, and Howe, William. *Self-Enhancing Education: A Program to Motivate Learners.* Palo Alto, Calif.: Stanford Press, 1966.

- Aimed particularly at elementary teachers and children, the process can also be used by parents to help their children see themselves as strong and worthy persons. The goal of SEE is to lead the student to higher scholastic and personal success by getting him/her directly involved in solving problems.

Research for Better Schools, Inc.; Hill, Russell A., et al. *Humanizing Learning Program.* New York: McGraw-Hill, 1975.

- The curriculum includes a Use Strengths unit and workbook for grades 5 and 6.

Samuels, Don, and Samuels, Mimi. *The Complete Handbook of Peer Counseling.* Miami, Fla.: Fiesta Publishing Corp., 1975.

(See **Developing Youth Skills and Roles.**)

Santa Barbara County Schools, *Drug Abuse Intervention Project,* Office of the Superintendent, 4400 Cathedral Oaks Road, Santa Barbara, Calif. 93111. Eleazar M. Ruiz, Director.

The ILP Model (Interactive Learning Process): An Alternative Drug Education Teaching Strategy.

A Viable Drug Education Teaching Strategy: the Interactive Learning Process Model.

Nuts and Bolts of the ILP Model.

Want to Combat Drugs? Try the PCT (Parent-Child-Teacher).

Action Oriented Approach to Value Clarification.

Valuing Approach to Drug Abuse Prevention Education.

The Drug Problem: Is Career Education a Viable Curriculum Solution?

A Cultural Diversity Teacher Training Model with a Focus on Chicanismo.

Santa Barbara County Drug Abuse Intervention Program, Phase Three, School Year 1973-74.

Some of the titles are available in Spanish.

Sax, Seville, and Hollander, Sandra. *Reality Games.* New York: Macmillan, 1971.

- Exercises for the classroom and groups to help young people learn basic communication skills and how to build helping relationships.

Schaps, Eric, and Slimmon, Lee R. *Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse.* Lafayette, Calif.: Prevention Materials Press, 1975.

Book 2: Eleven Strategies.

- The strategies are discussed in detail, from their theoretical constructs to methodologies. Includes a critique of their strengths, weaknesses and risks, costs, and training requirements. Suggestions are given for effective implementation and modification. Available research evidence is listed, along with further suggested readings relevant to each strategy.

Schell, Louis. *Educational Alternatives Through Peer Teaching.* (*Project E.A.P.T.*) Berkeley, Calif.: University of California, 1975.

- This peer teaching project is an academic course, combining preparation for college, career training, and a paying job. Based in three Alameda County high schools, the project involves approximately 800 students and 25 teachers in a core course built around mathematics and the articulation of abstract ideas. Evaluated in 1971 and 1974.

Science Research Associates, Inc., Social Science Laboratory Unit. *The Teacher's Role in Social Science Investigation: Social Science Resource Book.* Chicago, Ill.: Science Research Associates.

- A program for teaching social science in the intermediate grades, includes project books and five l.p. records. Each unit of study requires from 4-5 weeks.

Science Research Associates, Inc. *Focus on Self Development.* Chicago, Ill.: Science Research Associates.

- The program includes a paperback handbook for counselors, a guide, filmstrips, story records, two-sided photoboards, and pupil activity books. Divided into three stages: I. Awareness (Here I Am); II. Responding (The Me I Know); III. Involvement (Being Me).

Shaftel, Fannie R., and Shaftel, George. *Role Playing for Social Values: Decision-making in the Social Studies.* Englewood Cliffs, NJ.: Prentice-Hall, 1972. 431 pp.

- Part I provides theory and methodology. Part II contains materials and stories for role-playing to develop individual integrity, group responsibility, self-acceptance, and constructive "acting out" behaviors.

SHALOM Drug Education and Leadership Training Program, Department of Youth Activities, Archdiocese of Philadelphia, 1213 Clover St., Philadelphia, Pa. 19107. Sister Madeleine Boyd, Director.

- The program trains teachers and students in self- and drug-awareness, personal enrichment, and alternative pursuits, using affective learning techniques. The alternatives component, Operation Discovery, has special programs for inner-city youngsters of all races and religions, between the ages of 9 and 19.

Simon, Sidney. *I Am Loveable and Capable: A Modern Allegory on the Classical Put-Down.* Niles, Ill.: Argus Communications, 1973. 31 pp.

- The deeper level of this allegory for teenagers is the suggestion that the put-down whittles away at everybody's self-esteem. The pioneer of values clarification includes some strategies for using the IALAC story to put-down put-downs.

———, and Carnes, Alice. *Teaching Afro-American History with a Focus on Values.* Upper Jay, N.Y.: Adirondack Mountain Humanistic Education Center.

Sociological Resources for the Social Studies. Boston, Mass.: Allyn & Bacon.

- Although the materials were developed as "value neutral" inquiries into sociology, teachers may use some of the materials to focus on value issues. Some of the episodes deal with leadership in America, black and white, the influence of poverty, and biracial, multicultural issues.

Steck-Vaughn Co., P.O. Box 2028, Austin, Tex. 78767. *Human Values Series.*

- The series consists of study prints with a teacher's manual and readers. Grade 1, *Myself;* Grade 2, *Myself and Others;* Grade 3, *Our Values;* Grade 4, *Values to Learn;* Grade 5, *Values to Share;* and Grade 6, *Values to Live By.*

Texas Education Agency, Division of Crime Prevention and Drug Education. *A Framework for Crime Prevention.* Skills for Living Laboratory, 201 East 11th St., Austin, Texas 78701, 1975.

Desirable Teacher Competencies.

Desirable Student Outcomes.

- Guides to assist school district administrators, coordinators, and teachers in organizing and implementing a sequential program of instruction in crime and drug prevention.

Skills for Living Laboratory.

- Six models: team-building, communication skills, leadership functions, decisionmaking, goal achievement, and planning back-home application. With participants' manual and training supplement.

U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202. *Alcohol and Drug Education Program.* Helen Nowlis, Director. Room 2048. (See **Building Prevention Programs; and Prevention.**)

Wayne County Intermediate School District, 1610 Kales Bldg., Detroit, Mich. 48226.

DARTE—Drug Abuse Reduction Through Education. Leonard S. Demak, Director.

Resource Guide: Substance Abuse Education and Prevention. Revised June 1975.

Suggestions for Getting in Touch with Self, Others, and Life. 1972. 36 pp.

- For elementary teachers and children.

Balloons, Bicycles and Bubblegum: Approaches to Affective Education for Elementary School Teachers and Children. 1975. 84 pp.

Things to Do to Build Communication and Trust. 25 pp.

Alternatives from A-Z. 10 pp.

Action Plans of DARTE Teams, Summary and Analysis.

Values Clarification after DARTE Training.

Summary of the Evaluation of Outcomes of DARTE Training.

- The above DARTE-produced materials reflect the type of comprehensive drug education programs emerging from the fusion of sound information programs and affective learning. The Resource Guide is an up-to-date compendium of guidelines, strategies, annotated bibliographies, and thought-provoking journal articles and stimulators. The curricular materials are lively and suggestive, leaving room for classroom spontaneity and pupil creativity.

Wells, Harold C., and Canfield, John T. *About Me.* Chicago, Ill.: Encyclopaedia Britannica Educational Corporation.

- A self-concept program for elementary grades to help young children realize their potential. Teacher's guide, resource book, an extensive bibliography, and a student workbook were designed to correlate with many subjects, with the emphasis on encouraging positive attitudes about oneself.

Williams, Frank E. *Classroom Ideas for Encouraging Thinking and Feeling.* Buffalo, N.Y.: D.O.K. Publishers, 1970.

- The ideas (380) are coded by 6 subject areas, 18 teacher strategies, and 8 pupil behaviors. The thinking modes are classified as fluent, flexible, original, and elaborative; and the feeling modes as willingness, courage, challenge, and intuition. Although developed for elementary grades, many of the ideas can be used with junior high students.

Xerox Education Publications, Middletown, Conn. *How I Feel.*

- A pamphlet to develop awareness of self-resonsibility in young children, with eight posters to stimulate discussion. Includes suggestions for physical activities, games, songs, poems, and projects, and ideas for classroom implementation.

Humanizing the School Climate

Abrams, Grace C., and Schmidt, Fran C. *Conflict Resolution: Alternatives to Violence for Elementary Schools.* Miami, Fla.: Dade County Public Schools, Division of Instruction, 1971.

Alschuler, Alfred S: *Developing Achievement Motivation in Adolescents: Education for Human Growth.* Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

———. *Motivating Achievement in High School Students: Education for Human Growth.* Ibid., 1972.

———, with Tabor, Diane; and McIntyre, James. *Teaching Achievement Motivation. Theory and Practice in Psychological Education.* Middletown, Conn.: Education Ventures, 1971.

- These books are the fruits of years of original research on achievement motivation. The latter is an action-oriented text introducing teachers and counselors to the real potential for restructuring schools for humanistic goals. Paperbound text; with sets of related classroom materials (Ten Thoughts, Who Am I?, Aiming, The Ring Toss Game, and the Origami Game).

American Personnel and Guidance Association. *The Personnel and Guidance Journal,* 51(9): May 1973. Special issue: *Psychological Education: A Prime Function of the Counselor.*

Alschuler, Alfred S., and Ivey, Allen E. Internalization: The outcome of psychological education. pp. 607-610.

———. Getting into psychological education, pp. 682-691.

Anderson, Norma Jean, and Love, Barbara. Psychological education for racial awareness. pp. 666-670.

Danskin, David G., and Walters, E. Dale. Biofeedback and voluntary self-regulation: Counseling and education. pp. 633-638.

Goshko, Robert. Self-determined behavior change. pp. 629-632.

McMullen, Ronald S. The achievement motivation workshop. pp. 642-645.

Weinstein, Gerald. Self-science education: The trumpet. pp. 600-606.

Applebery, James B., and Hoy, Wayne K. Teacher-principal relationships in "humanistic" and "custodial" elementary schools. *The Journal of Experimental Education.* 39(2):27-31, Winter 1970.

- Report on a study of 15 "humanistic" and 15 "custodial" elementary schools found that the manner in which pupil control was approached was a particularly important aspect of the school's climate.

Beck, Clive. *Moral Education in the Schools: Some Practical Suggestions.* Toronto: Ontario Institute for Studies in Education, 1971.

Cole, Henry P. *Process Education: The New Direction for Elementary-Secondary Schools.* Englewood Cliffs, N.J.: Educational Technology Publications, 1972.

- Notes shift in educational goals in the United States from emphasis on mastery of prespecified factual content to processes and intellectual and emotional skills. The book explains Process Education, its theory, rationale, and practice in the schools, and describes a number of process curricula already in use. The author explains how to go about implementing Process Education as a curriculum innovation, and how to overcome barriers. An extensive bibliography is included.

Cuban, Larry, ed. *Youth as a Minority: An Anatomy of Student Rights.* National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C. 20036, 1972. 160 pp.

- Exploration of student rights, with concrete ways to democratize the classroom and school.

Dollar, Barry. *Humanizing Classroom Discipline: A Behavioral Approach.* New York: Harper & Row, 1972.

Glasser, William. *Schools Without Failure.* New York: Harper & Row, 1969.

- The "success identity" that Glasser deems essential for a child to survive today's society depends upon the ability to give and receive love and to feel worthwhile. Although this strategy ideally requires an overall school program committed to the Glasser approach, the program can be used on a classroom scale. The book presents specific ideas for conducting three types of classroom meetings to help students learn how to deal effectively with ideas and personal concerns. It includes alternative approaches to heterogeneous classes, testing, homework, grading procedures, and student classification.

Goldenberg, I.I. *Build Me A Mountain: Youth, Poverty, and the Creation of a New Setting.* Cambridge, Mass.: The MIT Press, 1971.

Goodlad, John. *Toward a Mankind School.* New York: McGraw-Hill, 1974.

- How a group of teachers in the University Elementary School, U.C.L.A., developed an educational experiment with the theme of mankind as background and goal.

Hapgood, Marilyn, ed. *Supporting the Learning Teacher: A Source Book for Teacher Centers.* New York: Agathon, 1975.

- Teacher centers are facilities and programs organized and run by teachers themselves for purposes of upgrading educational per-

formance. Their primary functions are to make possible a review of existing curricula and educational practices and to encourage teacher responsibility in bringing about change in classrooms and school systems. The opening chapter by Vincent Rogers, "Manifesto for Change," underscores the importance of teacher participation in the change process.

House, Ernest R. *The Politics of Educational Innovation.* Berkeley, Calif.: McCutchan Publishing Corp., 1974.

- The reality of politics as a dynamic part of the process of innovation.

Interstate Educational Resource Service Center. *Measurement of Affect and the Humanizing of Education. Part 3, Workshop and Procedures for Working within Schools.* Salt Lake City, Utah 84111.

Leonard, George B. *Education and Ecstasy.* New York: Dell Publishing Co., 1968.

- This vision of a school of the future based on the principle of free learning has stimulated many applications of the idea since publication of this book.

Lippitt, Gordon, L. *Visualizing Change: Model Building and the Change Process.* Washington, D.C.: NTL Learning Resources Corporation, 1973. 352 pp.

- Ways in which change agents can more effectively "picture" the planned or desired change so that all those involved can understand the goals to be attained and forces that might resist the change.

National Institute of Mental Health, Center for Studies of Child and Family Mental Health. 5600 Fishers Lane, Rockville, Md. 20852.

Bower, Eli M. *Teachers Talk About Their Feelings.* 1973. 35 pp.

- A group of young teachers share their feelings about their work in an effort to find out what can be done to strengthen and support teachers who want to bring out the best in themselves and their children in the classroom.

Todd, Karen Rohne Pritchett. *Promoting Mental Health in the Classroom: A Handbook for Teachers.* 1973. 87 pp.

- The model presented in this guide was derived largely from the work of Dr. Ralph H. Ojemann, Education Research Council of America. May be used by elementary and secondary teachers, parents, paraprofessionals, and other members of the school community.

Mental Health at School. 1973. 22 pp.

- Three aspects are discussed: Stress, by Bertram S. Brown; A Climate for Learning, by Barbara Ellis Long; and The Crisis Teacher, by William C. Morse.

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Rogers, Carl, and Coulson, William R. *Freedom to Learn.* Columbus, Ohio: Charles E. Merrill, 1969. 355 pp.

- This book has been instrumental in shaping the direction of education toward freeing students to learn. Provides details on how classrooms should be organized toward that goal.

Rubin, Louis J., ed. *Facts and Feelings in the Classroom.* New York: Walker & Co., 1973.

- Educational leaders on the cutting edge provide imaginative and practical thoughts to help educators and concerned citizens recognize the need for major reformation in instruction and mode of instruction if the schools are to survive in today's society.

Schaps, Eric; Cohen, Allan Y.; and Resnik, Henry S. *Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse.* Lafayette, Calif.: Prevention Materials Press, 1975. *Book I. Prevention in Perspective.* 114 pp.

- Includes a developmental model for preventing drug abuse, and a chapter on the humanistic approach to changing school climates.

Schmuck, Richard, and Schmuck, Patricia. *Processes in the Classroom.* Dubuque, Iowa: William C. Brown, 1971.

- An introduction to humanistic education useful for teachers beginning to move toward humanistic classrooms, and for administrators who want to introduce humanistic processes to their staffs.

Schmuck, Richard A.; Runkel, Philip; Martell, Ronald; and Derr, C. Brooklyn. *Handbook of Organization Development in Schools.* Palo Alto, Calif.: National Press Books, 1972. 436 pp.

- The OD process emphasizes the system as a target for change, rather than isolated individuals, but each member of the system is actively involved in the assessment, diagnosis, and transformation of his own organization. The system may be an entire organization or a subgroup.

———, with Miles, Matthew. *Organization Development in Schools.* 1972. 264 pp.

- Strategies for planned change with applications for schools.

Swisher, John D. An educational policy for school prevention: rationale and research. In: *The Non-Medical Use of Drugs: Contemporary Policy Issues*, October 4, 1976. In press. 22 pp. Mimeo.

- Describes an educational policy designed to facilitate the personal development of students at all grade levels in order to offset the epidemiological factors that contribute to drug and alcohol abuse or dependence. Includes notations of supporting research evidence.

Toffler, Alvin, ed. *Learning for Tomorrow: The Role of the Future in Education.* New York: Random House, 1974. 448 pp.

- An anthology of articles by psychologists, educators, futurists, social scientists, humanists, and psychiatrists supporting the thesis that images of the future play a powerful role in motivating—or demotivating—the learner. A manifesto for change in our educational institutions.

U.S. Commission on Civil Rights, Sotomayor, Frank, ed. *Para Los Ninos—For the Children: Improving Education for Mexican Americans.* Washington, D.C., Superintendent of Documents, U.S. Government Printing Office, 1974. A series of reports.

Ethnic Isolation of Mexican Americans in the Southwest. 1971. 110 pp.

The Unfinished Education. 1971. 107 pp.

The Excluded Student. 1972. 89 pp.

Mexican-American Education in Texas: A Function of Wealth. 1972. 53 pp.

Teachers and Students: Differences in Teacher Interaction with Mexican-American and Anglo Students. 1973. 53 pp.

Toward Equality Education for Mexican Americans. 1974. 98 pp. (Spanish edition.) Report 6 includes recommendations for actions at every government level.

Vicary, Judith R., and Richter, Frederic. *Toward an Adaptive Developmental Education.* Preliminary draft copy, portions to be published in Spring 1976. 42 pp. Mimeo.

- Excellent overview of affective education, its historical perspective, philosophy and rationale, theoretical base, and criticisms. Includes affective models, an adaptive developmental model, and bibliography.

Weinstein, Gerald, and Fantini, Mario D. *Toward Humanistic Education: A Curriculum of Affect.* New York: Praeger Publishers, 1970. 228 pp.

- The Elementary School Teaching Project, an action-research program funded by the Ford Foundation, sought to find the "secret" of motivating the child to involve himself in the learning process, whatever his/her age, socioeconomic level, or cultural background. This report is based upon the project's findings. The model described can be adapted to the special needs and competencies of teachers and students in a given school.

Parenting/Education for Parenthood

Aaronson, May, and Rosenfeld, Jean. *Baby and Other Teachers.* Washington, D.C.: Day Care and Child Development Council of America, 1974. Illustrated.

- This booklet, produced by the Georgia Appalachian Outreach Project, describes infant/toddler-parent/adult relations and their importance to the mental health of the child. The idea is that the baby teaches parents, and vice versa. A good resource for prospective parents. There are brief summaries of more than 50 child development studies to support the text.

Becker, Wesley. *Parents Are Teachers.* Champaign, Ill.: Research Press, 1971.

- Use of reinforcement in child management.

Bird, Joseph, and Bird, Lois. *Power to the Parents: A Common-Sense Psychology of Child Raising for the '70s.* New York: Doubleday, 1972.

- One of a growing number of books by parents who apply their own values, love, and sense of the child-at-hand to the theories of child development.

Blum, Richard. *Horatio Alger's Children: The Role of the Family in the Origin and Prevention of Drug Risk.* San Francisco: Jossey-Bass, 1972.

- Dr. Blum recommends process education of the American family as an important preventive approach.

Cardozo, Peter. *The Whole Kids Catalog.* New York: Bantam Books, 1975.

- A thousand and one things for kids, ages 5-15, and their parents to do as an alternative to TV consumership. A mine of ideas and stimulation, with how-to's.

Cherry, Clare. *Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians.* Belmont, Calif.: Fearon Publishers, 1971.

Chicago Public Television, WTTW, Channel 11, 5400 North St. Louis Ave., Chicago, Ill. 60625. (312)583-5000. *Look at Me!* 1975.

- A series of 18 half-hour TV programs for parents, produced by WTTW under a grant from the National Institute of Mental Health to the PAR (Parents As Resource) Leadership Training Foundation, is available nationwide on public television stations. (See **Television and Radio.**)

The Child's World, Inc., Mankato, Minn. 56001. *Moods and Emotions.*

- How to cope with love, compassion, loneliness, frustration, joy, thoughtfulness, anger, and sadness. Study prints.

Clinch-Powell Educational Cooperative, P.O. Box 97, Harrogate, Tenn. 37752. *Captain Kangaroo Materials.*

- A free weekly newsletter suggests activities for teachers, paraprofessionals, and parents to do a week ahead of each *Captain Kangaroo* program to optimize children's involvement.

Cohen, Monroe, ed. *Growing Free: Ways to Help Children Overcome Sex Role Stereotypes.* Washington, D.C.: Association for Childhood International, 1975.

- A series of articles reprinted from journals and periodicals.

Cole, Ann; Haas, Carolyn; Bushnell, Faith; and Weinberger, Betty. *I Saw a Purple Cow and 100 Other Recipes for Learning.* Boston: Little, Brown and Co., 1972. 96 pp.

- Many things for parents, children, and teachers to do together.

Colwell, Lida. *Jump To Learn: Learning Motor Skills For Self Esteem.* San Diego, Calif.: Pennant Educational Materials. (See **Teacher/Student Training.**)

Comer, James P., and Poussaint, Alvin F. *Black Child Care.* New York: Simon & Schuster, 1975.

- A question-and-answer format, this guide emphasizes the need to develop a good self-image in black children, family solidarity, communication, and commitment.

Consumer Information Public Documents Distribution Center. *Fun in the Making.* Spanish edition, *Divertido es Construir.* Pueblo, Colo. 81009.

- For parents of preschool children.

Cooper, Wyatt, *Families: A Memoir and a Celebration.* New York: Harper & Row, 1975.

- One of several books by fathers whose claims to expertise are experiential and instinctive. The author's theory of child-raising is a basic belief that children can understand ambiguities if adults level with them, and avoid imposing simplistic notions of what's good and bad, right and wrong. What's more, this book shows, one can become a good father without the model of a successful father to emulate.

Dinkmeyer, Don, and McKay, Gary. *Raising a Responsible Child: Practical Steps to Successful Family Relationships.* New York: Simon & Schuster, 1973.

- A general guide to good parenting.

Dreikurs, Rudolf, and Grey, Loran. *A Parents' Guide to Child Discipline.* New York: Hawthorn Books, 1970.

- Adlerian theory applied.

Education Development Center, Inc. *Exploring Childhood: Program Overview and Catalog of Materials.* Social Studies Program, 15 Mifflin Place, Cambridge, Mass. 02138. 1975-1976.

- A program combining the study of child development and work with young children on a regular basis. The curriculum is designed to prepare junior and high school students for parenthood, for careers involving children, and for citizenship responsibility that requires making decisions that affect children. The three multimedia modules are (1) Working with Children; (2) Seeing Development; and (3) Family and Society. The catalog describes materials for teachers, administrators, and parents.

Education for Parenthood. A joint project of the U.S. Office of Education and the Office of Child Development, U.S. Department of Health, Education, and Welfare. Washington, D.C. 20201. HEW Publ. No. (OHD)74-46.

- A program to help teenagers prepare for effective parenthood through working with young children and learning about child development and the role of parents. For information: educational organizations, write to W. Stanley Kruger, Education for Parenthood Project, Room 2089-G, 400 Maryland Ave., S.W., Washington, D.C. 20202; noneducational organizations and general public, write to Sidney Rosendorf, Education for Parenthood Project, Division of Public Information, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

Elkind, David. *Sympathetic Understanding of the Child Six to Sixteen.* Boston: Allyn & Bacon, 1971.

FIND (Families Involved in Nurture and Development) *Familias Envueltas en su Dessarrollo y su Mantenimento.* Christian Family Movement, 1655 West Jackson Blvd., Chicago, Ill. 60612.

- A six-session program based on the concepts of PAR (Parents Are Responsible) program of the Minneapolis Health Department.

Love Happens in Families.

- A program booklet of 12 prepared sessions for single family units, dealing with the drug problem, laws, how the family looks at society, its behavior, needs, and choices.

Gordon, Ira J. *Child Learning through Child Play: Learning Activities for Two and Three Year Olds.* New York: St. Martin's Press.

Gordon, Thomas. *Parent Effectiveness Training: The Tested New Way to Raise Responsible Children.* New York: Peter H. Wyden. 338 pp.

- Though this training program focuses on parent and child roles, the skills, techniques, and models for interpersonal communication and conflict management have potential for improving a broad variety of relationships. The system is an approach that deals with problems honestly. The program has been tested over a number of years as one of the courses offered by Effectiveness Training Associates. Based largely upon the pioneer work of psychologist Carl Rogers, under whom Dr. Gordon studied.

Harrison-Ross, Phyllis, and Wyden, Barbara. *The Black Child: A Parents' Guide.* New York: Peter H. Wyden, 1973.

Holt, John. *Escape From Childhood: The Needs and Rights of Children.* New York: Random House, 1975. E.P. Dutton, 1974. 227 pp.

- Noted author and educator continues his defense of the rights of the individual child to attain his/her fullest development and responsibilities. An examination of the nature of childhood, our present cultural attitudes toward children, and alternative approaches.

———. *Underachieving School.* New York: Pitman Publishing Corp., 1969.

———. *How Children Learn.* New York: Pitman Publishing Corp., 1967.

———. *How Children Fail.* New York: Pitman Publishing Corp., 1964.

Kelly, Marguerite L., and Parson, Elia S. *The Mothers Almanac: The Most Complete Book Ever Written on Loving and Living with Small Children.* New York: Doubleday, 1975. 288 pp.

- Sections on pets, tantrums, health hazards, puppets, holiday activities, playgrounds, children's rooms, games, and recipes. Written by two mothers who felt that all the books they had read by doctors, educators, and psychologists had omitted a lot of the day-by-day pleasures and challenges of children.

Lederman, Janet. *Anger in the Rocking Chair: Gestalt Awareness with Children.* New York: McGraw-Hill, 1969.

Marin, Peter, and Cohen, Allan Y. *Understanding Drug Use: An Adult's Guide to Drugs and the Young.* New York: Harper & Row, 1971. 163 pp.

Metro Drug Awareness, Minneapolis Health Department, 250 South Fourth St., Minneapolis, Minn. 55415. *PAR: Parents are Responsible.* A manual.

- This model for teaching parents and children about responsible decisions about drug use has been adopted by many other community programs.

Multicultural Drug Abuse Prevention Resource Center and National Coordinating Council on Drug Education. *Super Me/Super Yo, A Bilingual Activity Book for Young Children.* Spanish-English. Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1974. 44 pp. Illustrated.

- An affective learning activity book to help families develop a sense of competence and self-esteem in young children. Includes an insert for parents, teachers, and older brothers and sisters which suggests ways to use the book creatively.

National Institute on Drug Abuse, Rockville, Md. *FIND (Families Involved in Nurture and Development).* In Press.

- A multimedia package, with leader's discussion guide, introductory cassettes, and booklets for parents. The FIND program actively involves parents in family-strengthening, prevention-related discussions and activities. Useful for church and other community workshops in parenting education.

National Institute of Mental Health. *Tips on Drug Abuse Prevention for the Parents of a Young Child.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972.

- Single courtesy copies of this publication are available from the National Clearinghouse for Drug Abuse Information.

Parenting: A Guide for Thinking about a Brand New Concept beyond Parenthood. Washington, D.C.: Association for Childhood Education International, 1973. 72 pp.

PAR (Parents as Resource) Project, 464 Central Ave., Northfield, Ill. 60093.

Cole, Ann; Haas, Carolyn; Heller, Elizabeth; and Weinberger, Betty, eds. *Creative Activity Books to Stimulate Learning Through Play.*

Backyard Vacation.

Recipes for Fun. Spanish edition, *Recetas Para Divertirse.*

Workshop Procedures. Spanish edition, *Procedimientos de Taller.*

- Easy learning activities for the young child using simple household materials. A manual for workshops using the Recipe books. Other family projects and activities for all seasons.

Satir, Virginia. *Peoplemaking.* Palo Alto, Calif.: Science and Behavior Books, 1972.

- The dynamics of family living, from theory to day-by-day practice. The insights and principles apply to one-parent and extended families as well as to the nuclear unit.

Upchurch, Beverly, ed. *Easy-to-do Toys and Activities for Infants and Toddlers.* Day Care and Child Development Council of America, 1012 14th St., N.W., Washington, D.C. 20005.

U.S. Department of Health, Education, and Welfare. *The Pocket Guide to Baby Sitting.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. Reprinted 1975.

- A book for babysitters and parents dealing with the basics of responsible child-caring. Suggestions for parents on the selection and instruction of sitters, and pointers to sitters for getting along with the parents, as well as the children entrusted.

Yeager, Allan. *A Guide to Using Picture Books with Children.* New York: Holt, Rinehart and Winston.

Personal Effectiveness/Awareness

Intra/Interpersonal

Berne, Eric. *What Do You Say After You Say Hello?: The Psychology of Human Destiny.* New York: Bantam Books, 1972.

- A continuation and development of Berne's *Transactional Analysis in Psychotherapy* and *Games People Play.* The book deals with such concepts as: the difference between what parents say and what they signal; the child's use of "Martian" thinking to interpret adults' words; "counterscripts," a game formulated in youth based on programing by parents; and the "antiscript," a game plan turned around.

Boston Women's Health Book Collective. *Our Bodies, Ourselves: A Course by and for Women.* New York: Simon & Schuster, 1973.

- Designed for women to understand the facts and their feelings about their bodies.

Cheng, Man-ch'ing. *T'ai-chi: The "Supreme Ultimate" Exercise for Health, Sport, and Self-Defense.* Rutland, Vt.: Tuttle Publ. Co., 1966. 122 pp.

- The art of T'ai-chi is based on "finding one's center of energy, from which all movement flows."

Gordon, William J.J. *Synectics.* New York: Collier, 1961.

- Finding your creativity and freeing it.

Gunther, Bernard. *Sense Relaxation: Below Your Mind.* New York: Macmillan, 1971.

Gustaitis, Rasa. *Wholly Round.* New York: Holt, Rinehart and Winston, 1973.

- Spiritual, political, and scientific techniques for coping with everyday pressures and arriving at a lifestyle in harmony with the life-support system.

Hall, Brian. *Value Clarification as Learning Process. Vol. I, A Sourcebook; Volume II, A Guidebook.* Paramus, N.J.: Paulist Press.

- Companion books that provide a philosophy and procedure for helping adults recognize and deal with their values. The Guidebook can be used alone; detailed formats for workshops in values clarification are included.

Harris, Thomas A. *I'm OK—You're OK: A Practical Guide to Transactional Analysis.* New York: Harper & Row, 1969.

- A good introduction to the concept of transactional analysis in which each individual is seen as a composite of parent-adult-child. Learning to identify these components in transactions involving others is a key process in building a strong adult. The technique might be applied to problems in marriage and child-rearing, mental retardation, violence, student revolt, racial prejudice, creativity, adolescence, religion, and international relations.

Hills, Christopher, and Stone, Robert B. *Conduct Your Own Awareness Sessions.* New York: New American Library, 1970.

The Human Development Institute. *Valuing: A Discussion Guide for Personal Decision Making.* Chicago, Ill.: The Human Development Institute, Instructional Dynamics, Inc.

- A 6-8 hour program for use with adults in groups of 9-15 persons. The package contains a discussion guide, exercise books, figures book, and cassette, and is a combination of experiential workshop techniques and programed learning.

Jacobson, Edmund. *Progressive Relaxation.* Chicago, Ill.: University of Chicago Press, 1938.

- The classic work that provides much of the theoretical basis for relaxation training, whether analytic, humanistic, or behavioral. Those interested in body work as an important part of psychological education will profit from these works.

———. *You Must Relax.* New York: McGraw-Hill, 1962.

Jakubowski-Spector, Patricia. *An Introduction to Assertive Training Procedures for Women.* Washington, D.C.: American Personnel and Guidance Association, 1973. 32 pp.

———, with Coburn, Karen; and Pearlman, Joan. *Leader's Guide to Assertive Training for Women: A Stimulus Film.* Washington, D.C.: American Personnel and Guidance Association, 1973. 24 pp.

- The first booklet introduces the concept explored in a series of films written for counselors, psychologists, teachers, social workers, and lay people; the second is a group leader's manual with a discussion model for elaborating on the vignettes shown in the films. (See **Guides, Catalogs, Filmographies.**)

James, Muriel, and Jongeward, Dorothy. *Born to Win: Transactional Analysis with Gestalt Experiments.* Reading, Mass.: Addison-Wesley Publishing Co., 1971. 297 pp.

- A basic text for understanding and using the techniques of transactional analysis as developed by Berne, supplemented with Gestalt-oriented experiments popularized by Perls. Both methods are rational approaches to understanding behavior and to fostering awareness, authenticity, and self-responsibility.

Other TA materials published by Addison-Wesley:

Jongeward, Dorothy, and James, Muriel. *Winning with People: Group Exercises in Transactional Analysis.* 1972. 118 pp.

James, Muriel. *Born to Love: Transactional Analysis in the Church.* 1973. 224 pp.

James, Muriel, and Jongeward, Dorothy. *What Do You Do With Them Now That You've Got Them: Transactional Analysis for Moms and Dads.* 1974. 156 pp.

Jongeward, Dorothy, et al. *Everybody Wins: Transactional Analysis Applied to Organizations.* 1973. 336 pp.

James, Muriel; Jongeward, Dorothy; and Scott, Dru. *Affirmative Action for Women: A Practical Guide.* 1973. 256 pp.

(See **Slides, Filmstrips, Audiocassettes, Lps.**)

Kostelanetz, Richard, ed. *Human Alternatives: Visions for Us Now.* New York: William Morrow & Co., 1971. 297 pp.

- Anthology classified by knowledge, organisms, economics, politics, education, and planning. Includes selections for further readings for visionary and social thinking.

Lessor, L. Richard. *Fuzzies: A Folk Fable for All Ages.* Niles, Ill.: Argus Communications, 1971. 59 pp.

- A minor classic in humanistic circles is this tale of the warm fuzzies and the cold pricklies. Also reprinted in Steiner's *Scripts People Live.*

Maslow, Abraham H. *Politics 3.* Kantor, R.A., ed. Research Memoranda 6747-RM-12, Educational Policy Research Center, Stanford Research Institute, Menlo Park, Calif.

- Concerns the creation of a secular morality which allows and encourages the work of the world to get done below the level of government.

Newman, Mildred, and Berkowitz, Bernard with Owen, Jean. *How To Be Your Own Best Friend: A Conversation with Two Psychoanalysts.* New York: Random House/Ballantine Books, 1974. 96 pp.

- A reminder that self-esteem is a key motivator that needs to be reinforced throughout life, with some advice on how to cultivate one's best qualities and strengths, and to nurture one's underdeveloped capabilities.

Otto, Herbert A., and Mann, John, eds. *Ways of Growth: Approaches to Expanding Awareness.* New York: Viking, 1968. 227 pp.

- Contemporary methods of self-development and awareness. Play, breathing, perceptions, sensory awakenings, sex, developing family strengths, basic encounter, leaderless groups, facilitating peak experiences, training intuition, dream guidance, and transcendent functioning are some of the subjects dealt with.

Parnes, Sidney J., and Harding, Harold F., eds. *A Source Book of Creative Thinking.* New York: Scribner's, 1962.

- The basics about creative education and behavior by the founder/director of the Creative Education Foundation.

Perls, Frederick; Hefferline, Ralph F.; and Goodman, Paul. *Gestalt Therapy: Excitement and Growth in the Human Personality.* New York: Dell Publishing Co., 1952.

- Theory and method for bringing together the dualistic, or disintegrated parts of the person into a whole, fully functioning, dynamic organism, in line with insights of the Gestalt Psychology approach.

Peterson, Severin. *A Catalog of the Ways People Grow.* New York: Ballantine, 1971. 368 pp.

- Concise introductions to 42 methods for developing potential. Includes a directory classifying eight categories of involvement as ways to develop the whole person. (1) Physical Functioning and Sensing, (2) Feelings and Relationships to Others, (3) Action and Behavior, (4) Motivation and Willingness, (5) Suggestions and Altered States, (6) Imagination and Symbols, (7) Spiritual Concerns, and (8) Environment.

Rimland, Ingrid. *Psyching Out Sex.* Philadelphia, Pa.: The Westminster Press, 1975. 142 pp.

- A useful volume for those who work with adolescents. It explores the interrelationship of love and sex and the emotional impact that changing mores can have in the realm of love.

Steiner, Claude M. *Games Alcoholics Play.* New York: Grove Press, 1971.

———. *Scripts People Live: Transactional Analysis of Life Scripts.* New York: Grove Press, 1974. 394 pp.

- The last title grew out of the work covered in *Games Alcoholics Play* and the author's close collaboration with Berne in developing the principles of transactional analysis. The intent of the book is to help people gain autonomy from harmful parental and societal programing, using script analysis as a strategy for redecision and change. Includes 10 rules for raising children for autonomy, and as a special treat, *A Fuzzy Tale* is told.

Stevens, John O. *Awareness: Exploring, Experimenting, Experiencing.* Real People Press, P.O. Box 542, Lafayette, Calif. 94549. 1971.

- More than 100 self-directed experiments based on Gestalt therapy and group experiences. The exercises may be done by oneself or with others. They emphasize dialogue and identification as the method by which one comes into touch with feelings one might not otherwise accept, and of available alternatives and actions.

Transpersonal/Inner Space

Anderson, Marianne S., and Savary, Louis M. *Passages: A Guide for Pilgrims of the Mind.* New York: Harper & Row, 1972. Illustrated.

- Self-instructional exercises that help explore the many levels of the mind with simple directions for changing states of consciousness. With sensitive photographs and quotations, each a mini-exercise in awareness. Stanley Krippner and Milton V. Kline served as consulting editors.

Ballou, Robert O. *The Bible of the World.* New York: Viking, 1939. 1,415 pp.

- This anthology and bibliography of the scriptures of eight great source religions captures the essence of religious thought and expression throughout the ages. The condensed bibliography lists books quoted and books not quoted in the main text, from Hindu, Buddhist, Confucian, Taoist, Zoroastrian, Judeo-Christian, and Mohammedan scriptures.

Benson, Herbert. *The Relaxation Response.* New York: William Morrow & Co., 1975.

- Meditation without mysticism by an M.D. who has conducted research into the physiological effects of transcendental meditation.

Bloomfield, Harold H.; Cain, Michael Peter; Jaffe, Dennis T.; and Kory, Robert B. *TM.* New York: Dell Publishing Co., 1975.

- Transcendental meditation is explored for its values and benefits. The authors explain why it is helpful, but this book does not tell how to practice it.

Bonny, Helen L., and Savary, Louis M. *Music and Your Mind: Listening with a New Consciousness.* New York: Harper & Row, 1973.

- A handbook for inducing altered states of consciousness with music. Widespread applications for teachers, counselors, therapists, and music lovers at large. Includes theory, case studies, techniques, and exercises for facilitating religious experiences in individuals, groups, and classrooms.

Bourguignon, Erika, ed. *Religion, Altered States of Consciousness, and Social Change.* Columbus, Ohio: Ohio State University Press, 1973. 389 pp.

- An anthology of original articles exploring the revival of interest in deep religious experiences and altered states of consciousness, sans drugs.

Castaneda, Carlos. *Journey to Ixtlan: The Lessons of Don Juan.* New York: Simon & Schuster, 1972. 315 pp.

- The third book based on an anthropologist's apprenticeship to Don Juan, sorcerer, is a manual for the attainment of higher states of consciousness. One of his findings was that drugs are but a minor tool in the perception of reality.

The Cloud of Unknowing. (Anon.) Introductory commentary and translation by Ira Progoff. New York: Dell Publishing Co., 1973. 243 pp.

- A book of contemplative search for unity with God. This translation of a 14th Century Christian mystic from archaic to modern English now makes it possible for the common reader to share some of the contemplative life that comes alive with meaning and usefulness, across a leap of centuries, and an ocean.

De Ropp, Robert S. *The Master Game: Pathways to Higher Consciousness Beyond the Drug Experience.* New York: Delacorte Press, 1968.

- An exploration of the human pscyhe and of specific techniques of creative psychology through which a person might achieve the highest possible levels of consciousness.

Forem, Jack. *Transcendental Meditation: Maharishi Mahesh Yogi and the Science of Creative Intelligence.* New York: E.P. Dutton, 1973.

- An experienced TM teacher explains the technique clearly and concisely. Includes a discussion of theory, history, and current research evaluating TM benefits.

Frankl, Viktôr E. *The Unconscious God.* New York: Simon & Schuster, 1975. 161 pp.

- Emphasizes education toward responsibility and calls for a "rehumanization" of psychotherapy. Expands upon the concept of logotherapy, the term Frankl coined to embrace the various uses of Logos (word, divine word, reason, rational principle). The author as-

sumes the existence of a "will to meaning" in mankind, which he differentiates from the search for self. He sees life as a process of continuously deciding what one is going to be.

Greene, Barbara, and Gollancz, Victor. *God of a Hundred Names: A Collection of Prayers of All Faiths.* New York: Doubleday, 1963.

- An anthology of over 400 prayers written at dates ranging from the 13th Century B.C. to 1962, by authors as widely divergent as Queen Elizabeth I of England and an unnamed Bedouin cameldriver.

Gurdjieff, Georges. *Herald of Coming Good.* New York: Weiser's, 1972.

Kapleau, Philip, ed. *The Three Pillars of Zen: Teaching, Practice and Enlightenment.* New York: Harper & Row, 1966.

- The doctrines and practice of Zen, with accounts of contemporary individual experiences with the discipline. Can serve as a self-instruction manual for day-to-day practice for those with some previous acquaintance with the subject.

Lilly, John. *Center of the Cyclone: An Autobiography of Inner Space.* New York: Julian Press, 1972.

- The author shares his experiences with special states of consciousness from which he derived his theory of the operation of the human mind.

Masters, Robert, and Houston, Jean. *Mind Games: The Guide to Inner Space.* New York: Dell Publishing Co., 1972.

- A manual of mental exercises for achieving altered states of consciousness without the use of drugs or mysticism. The "mind-body" system is used to improve sensory perception, accelerate mental processes, and retrieve forgotten or inhibited faculties.

National Institutes of Health. *Discovering Yourself in the Brain Age: Journey to the University of Inner Space.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. HEW Publ. No. (NIH) 72-330.

Needleman, Jacob. *The New Religions.* New York: Doubleday, 1970. 240 pp.

- Discussion of seven new religious movements that have gained influence in America and which are engaging young Americans in the development of self- and soul-awareness. Includes commentaries by practitioners of Zen and Tibetan Buddhism, TM, Meher Baba, Krishnamurti, and Subud.

Payne, Buryl. *Getting There Without Drugs: Techniques and Theories for the Expansion of Consciousness.* New York: Viking, 1973. 204 pp.

• Psychologist and former physicist Payne has designed a series of meditational exercises to help the reader repossess nonverbal realms of experience. The 75 percent of potential that we normally tune out of our sensory range is a resource of our human endowment that can free us from the idle, disorganized chatter that blocks awareness. With or without biofeedback instruments, these exercises, carefully followed, will help one to focus one's attentions and concentrate on transcending the stressful modes of ordinary consciousness.

Pirsig, Robert M. *Zen and the Art of Motorcycle Maintenance: An Inquiry Into Values*. New York: William Morrow & Co., 1974. 412 pp.

• An autobiography that made both the best-seller and required reading lists in 1 year, plumbs the confusions and ecstasies that confront the searcher for one's own values and ultimate sense of life. The art of motorcycle maintenance and the art of personal growth merge in this account of a cross-country motorcycle odyssey.

Progoff, Ira. *At A Journal Workshop: The Basic Text and Guide for Using the Intensive Journal*. New York: Dialogue House, 1975.

• This method of using an Intensive Journal is a tool individuals may use in examining and redirecting their lives. The text contains a description of the process and underlying concepts, with detailed suggestions for using the technique for daily synthesis and growth.

Ram Dass (Richard Alpert) and the Lama Foundation. *Be Here Now*. New York: Crown Publishers, 1971.

• The transition from Richard Alpert, social scientist and psychedelic drug enthusiast, to Baba Ram Dass, Yogi. A history of yoga, with explanations of yoga philosophy toward sleeping, eating, and energy. Exercises, a short cookbook, and a bibliography.

———. *The Only Dance There Is*. New York: Anchor/Doubleday, 1974.

• Talks at the Menninger Foundation, 1970, and at Spring Grove Hospital, 1972.

Rosenfeld, Edward. *The Book of Highs: 250 Methods for Altering Consciousness Without Drugs*. New York: Quadrangle, 1973. 267 pp.

• Part One, Just Your Self, deals with concentration and awareness, providing descriptions of positive and negative techniques. Part Two, Help From Others, covers therapies, religions, and mysticism. Part Three, Devices and Machines, explores nonelectric and electric physical and mental devices.

Scientific American. *Altered States of Awareness*. San Francisco: W.H. Freeman and Co., 1973.

• This anthology of 14 articles from the *Scientific American* examines a variety of phenomena distinct from the "normal" state of consciousness. A bit heavy on physiology for the lay person.

Smith, Adam. *Powers of Mind.* New York: Random House, 1975. 418 pp.

- A state-of-the-art review of certain inner-world phenomena as experienced by a Wall Street money expert and reporter who explored such disciplines as yoga, Zen, ESP, biofeedback, transcendental meditation, Arica, I Ching, and other approaches to reality.

Tart, Charles T., ed. *Altered States of Consciousness.* New York: Anchor Books/Doubleday, second edition, 1972. 589 pp.

- A collection of articles from a wide range of sources covering the effects of drugs, yoga, self-hypnosis, mutual hypnosis, meditation, brainwave feedback, and dream consciousness. First published in 1969, the book is now a classic study of human consciousness, combining the humanistic and scientific traditions.

Thomas a Kempis. *Of the Imitation of Christ.* Four books of admonitions: Book 1, Admonitions useful for a spiritual life; Book 2, Admonitions tending to things internal; Book 3, Internal Consolation; and Book 4, Concerning the Sacrament.

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COMMUNITY ACTION

Building Prevention Programs

Abrams, Peter, et al. *The Bread Game: The Realities of Foundation Fundraising.* Glide Publications, 330 Ellis St., San Francisco, Calif. 94102, 1974.

- Informative and practical approach to fundraising, using both formal and informal procedures. Tips on recordkeeping and reporting.

Adler, Marty. *Stalking the Large Green Grant: Advice on Fundraising for Alternative Social Services.* Washington, D.C.: National Youth Alternatives Project, 1975.

- Practical help for fundraisers and program developers in managing budgets and locating potential resources. Contains information on research and technical assistance available at low or no cost, and a layman's guide to "governmentese."

Alcohol, Drug Abuse, and Mental Health Administration, Office of Public Affairs, 5600 Fishers Lane, Rockville, Md. 20852.

ComNet, The ADAMHA Communications Network.

- A linkage of ideas, materials, techniques, and resources for communicators in the alcohol, drug abuse, and mental health fields. Practical, short guides for getting the message read and heard.

Cheap Newsletter, by Mary Ellen Nudd.

- How to put together a newsletter even if you've never done it before. Instructions for making the medium effective at the lowest possible cost.

Mass Media and Community Linkage, by Everette E. Dennis.

- Reflections on the problem of getting the community into mass media and vice versa, with tips for improving the situation.

Can Health Habits Really Be Changed? by Charlotte K. Beyers.

- A report on one study that sought to determine whether mass communication techniques could motivate people to change habits that undermine health.

Radio U.S.A.

- Reminders of the role radio can play, with suggestions for utilizing the medium by providing better programs.

Holiday Marketplace, by Melinda Morris.

- A report on a fundraising fair that grossed $4,500 in behalf of a mental health program, with details about the media campaign that brought it off.

Why a Logo? by Amelia Dopson.

- The logo is a small but persisting part of a message. This brochure illustrates the use of symbolic language to present the essence of an idea.

Arkansas Office on Drug Abuse Prevention, 4120 West Markham, Little Rock, Ark. 72205. *Considerations for Community Drug Programs.* 24 pp.

- Pointers for people starting, or trying to enhance the effectiveness of, community drug prevention programs.

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016. *New Views of School and Community.* 1973. 64 pp.

- A manual dealing with community problems and how to get it all together. Brief sections on letting the collective mind float free, adding up alternatives, plain talk, a school for all seasons, where it's happening, recycling resources, and undercover items.

Center for Community Change, 1000 Wisconsin Ave., N.W., Washington, D.C. 20007. *General Revenue Sharing: Influencing Local Budgets.*

- One in a series of citizen-action guides to help community groups make their influence felt. Covers briefly an introduction to GRS, local governments' budget processes, civil rights and GRS funds, and action strategies (monitoring, community needs assessment and planning, coalition building, and use of media). Short bibliography.

Child Welfare League, 67 Irving Place, New York, N.Y. 10003. *How to Use Title XX to Promote Permanence for Children.* 1975.

- A handbook on how to use the new Social Services Amendment to benefit children.

Cline, Sibyl, *Alcohol and Drugs at Work.* Washington, D.C.: Drug Abuse Council, Inc., 1975. 55 pp.

- The dimensions of the problem of alcohol and drug use as it affects business and industry, with descriptions of some of the programs in early intervention and prevention being operated by employers.

Community Management and Support Center, 1822 Massachusetts Ave., N.W., Washington, D.C. 20036.

Miller, Thomas, and Olsen, G.R. *You Don't Know What You Got Until You Lose It.* 31 pp.

- A sourcebook for small nonprofit corporations and organizations that explains functions of accounting, budgeting, and tax planning. How to secure low-cost help to improve financial management.

Connor, Desmond M. *Citizens Participate: An Action Guide for Public Issues.* Ontario, Canada: Development Press, 1974. 64 pp.

- A detailed handbook for constructive citizen participation techniques, based on the belief that citizens must be involved in the planning process from the beginning. Two parallel planning scenarios are described; one assumes a cooperative government agency, and the other assumes a citizen organization working without government cooperation.

Danish, Steven J., and Hauer, Allen L. *Helping Skills: A Basic Training Program.* Behavioral Publications, 2852 Broadway, New York, N.Y. 10025, 1973.

- A training program for teaching paraprofessional, human service, and social service personnel six basic skills to enhance their helping abilities. Trainee workbook and leader's manual.

Drug Abuse Central, 315 North Pecos, San Antonio, Tex. 78207. Marie W. Porter, Executive Director. *Alternative Pursuits in San Antonio.* July 21, 1975.

- A report to the National Institute on Drug Abuse on the Drug Abuse Central's field-testing of the Alternative Pursuits Rap Kit. Includes recommendations for adapting the kit to local concerns and resources.

Drug Abuse Council and Urban Institute; Blair, Louis H., and Sessler, John C., eds. *Drug Program Assessment: A Community Guide.* Washington, D.C.: Drug Abuse Council, 1974.

- How community leaders can develop systematic information on a program's effectiveness and relate it to the planning process.

The Foundation Center, 888 Seventh Ave., New York, N.Y. 10019.

Mayer, Robert A. What will a foundation look for when you submit a grant proposal? *Library Journal,* July 1972.

Jacquette, F. Lee, and Jacquette, Barbara. What makes a good proposal? *Library Journal,* July 1972.

- These two articles provide guidance by foundation officials. Reprints are available free on request from The Foundation Center.

Fromkin, Howard L., and Sherwood, John J. *Intergroup and Minority Relations: An Experiential Handbook.* University Associates, 7589 Eads Ave., La Jolla, Calif. 92037. 181 pp.

- The objectives are to increase interracial empathy, trust, understanding, and communication and to build human relations skills in the context of affirmative action or community problem-solving workshops. Although the focus is on blacks, the book may be used with all minority groups.

Future Homemakers of America, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036. *Program Impact Projects.*

- A planning guide for community service projects with description and evaluation of the 45 impact projects.

Girls Clubs of America, Inc., 133 East 62 St., New York, N.Y. 10021. *Toward Equality for Girls.* 1974 Annual Report.

- Describes five outstanding Girls Clubs programs: Career Discovery, Memphis, Tenn.; Community Service, Sherman, Tex.; Delinquency Prevention, San Leandro, Calif.; Youth Leadership, El Cajon, Calif.; and Racial Harmony, Wilmington, Del.

Gloucester Community Development Corporation, P.O. Box 15, Gloucester, Mass. 01930.

The Gloucester Experiment, A Model Community Partnership Project.

- A program for the development of constructive career-occupational alternatives, providing high-energy youths in a disadvantaged area with the opportunity for self-actualization, changing the environment, and acquiring job skills.

Journals from the Gloucester Experiment: A School Community Partnership Project. 1974. 85 pp.

- A series of monographs based on the experiences of the Gloucester Community Development Corporation in restoring the Bay View Burial Ground in Gloucester.

Greenwood, Carol. *Good News—or an incompleat guide for making movement.* American Federation of Teachers, 11 Dupont Circle, N.W., Washington, D.C. 20036.

- A manual for rallying the community around your cause, especially helpful for editors and public relations and media specialists.

Gregory, Robert J. Revitalizing communities through drug education. *Journal of Drug Education,* 4(4): 399-408, Winter, 1974.

- How community education as a process of social change can use a surface symptom, such as drug abuse, to revitalize the social patterns of the entire community. The experiences reported from a specific program operating in North Carolina provide a how-to manual for those interested in developing similar projects.

Kolton, Marilyn; Dwarshuis, Louis; Gorodezsky; and Dosher, Anne. *Innovative Approaches to Youth Services.* STASH Press, 118 South Bedford St., Madison, Wis. 53703, 1973.

- These ideas for youth service programs were summarized from a series of participatory learning conferences in which representatives

from various community programs shared ideas on youth participation, treatment, funding, program development, and community relations.

Learning Resources Corporation, 2817-N Dorr Ave., Fairfax, Va. 22030.

Burke, W. Warner, and Beckhard, Richard. *Conference Planning.* 2nd ed., 1970. 144 pp.

Hill, Frederick A., Jr. *Conflict Utilization: The Role of the Black Paraprofessional.* 1972. 17 pp.

- Models and program outlines were developed, tested, and assembled by the Black Affairs Center of the NTL Institute for Applied Behavioral Science.

NTL Institute. *A Problem Solving Program.*

- A packet of 20 identical workbooks for using the force field analysis method of problem-solving.

Schindler-Rainman, Eva, and Lippitt, Ronald. *Team Training for Community Change: Concepts, Goals, Strategies and Skills.* 1972. 75 pp.

———. *The Volunteer Community: Creative Use of Human Resources.* 1971. 148 pp.

Lind, Alden. The future of citizen involvement. *The Futurist,* 9(6): 316-328, December 1975.

- A discussion of 18 modes of citizen involvement emphasizing the importance of involvement toward the life satisfactions of people living in communities.

National Adult Education Think Tank Project. College Park, Md.: Conferences and Institutes Division, University of Maryland, 1975.

Inventing the Future Process: A Participatory Planning Process for Alternative Futures.

Education for Adults in the 70's and 80's: National Goals and Strategies.

- The first title is a free workbook that can be used as a planning tool for families, organizations, and educational groups. Both books push the idea of making the future come out "the way we want."

National Coordinating Council on Drug Education, Inc.; Management Information Associates, Inc.; Rabin, Jack, and Eagleton, John C., principal researchers. *"Non-Traditional" Federal Assistance for Drug and Alcohol Programs.* Washington, D.C.: National Coordinating Council on Drug Education, Inc. 1975.

- An inventory of forms of Federal assistance for innovative or "non-traditional" programs.

National Council of YMCAs, 291 Broadway, New York, N.Y. 10009. *Planning for Juvenile Justice: A Manual for Local YMCAs.*

- A guide for Ys and other community agencies or groups interested in developing comprehensive programs that respond to the needs of youth. Includes a simulated planning process, program models, and suggestions for gaining community support, financial development, and evaluation.

National Drug Abuse Center for Training and Resource Development, 1901 North Moore St., Arlington, Va. 22209. (Address inquiries to National Drug Abuse Materials Distribution Center, P.O. Box 398, McLean, Va. 22101.)

Training of Trainers.

- Manual and participant notebook, designed for novice trainers, but a useful refresher for experienced trainers. The 7-day course is divided into 54 structured learning hours, half of which concentrate on delivery of information, and the other half concentrate on small group facilitation.

Making Small Groups Work.

- Self-instructional activities for three sessions designed to increase skills in small group facilitation, 4-6 persons. (See **Developing Youth Skills and Roles,** and **Films, Videocassettes.**)

Grantsmanship Is Never Having to Say You're Broke.

- A down-to-earth treatment of money and how to get it for drug abuse prevention and education programs. The primer was used for trainers who participated in the "Help Communities Help Themselves" program sponsored by the U.S. Office of Education.

National Endowment for the Arts. *Cultural Directory: Guide to Federal Funds and Services for Cultural Activities.* New York: Associated Council of the Arts, 1974.

- Who's who and addresses of members of the Federal Council on the Arts and the Humanities, and the Boards of Directors of the Associated Councils of the Arts.

National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, Md. 20852.

Messolonghites, Louisa, ed., and Jackson, Lura S., Project Officer. *Alternative Pursuits for America's Third Century: A Resource Book on Alternatives to Drugs.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974. 233 pp. (See **Alternatives.**)

———. *The Rap Kit: Resources for Alternative Pursuits.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1976. 115 pp.

- An experimental packet of materials to help drug prevention groups develop community programs and processes through creative use of local resources. The kit provides techniques for team-building and group and organization development toward the goal of developing creative alternatives for youth.

———. *The Social Seminar: Drugs, Education and Society. A Resource Manual for the Group Facilitator.* Rockville, Md.: Alcohol, Drug Abuse, and Mental Health Administration, 1975. 100 pp.

- A drug education program designed for school and community groups to create an understanding of the personal and social factors that contribute to harmful drug-taking behavior and to share innovative strategies for preventing or reducing such behavior.

———. Wynne, Ronald D., ed. *Effective Coordination of Drug Abuse Programs: A Guide to Community Action.* Rockville, Md.: Alcohol, Drug Abuse, and Mental Health Administration, 1974. 151 pp.

- A major recommendation of these guidelines is the creation of a specific mechanism for coordinating the particular and unique needs and resources of an individual community. Contains practical ideas for developing or upgrading coordinating councils, program suggestions, tentative budget outlines, and information about technical assistance resources. Also contains 13 case studies that exemplify key factors in developing successful programs.

NTL Institute for Applied Behavioral Sciences; Lamb, Howard, ed. *Alternative Pursuits Project, Final Report,* August 1975. Available from National Institute on Drug Abuse.

- A followup report on the field-testing of the Rap Kit in communities that developed processes for creating alternatives to drugs, following the Social Seminar experience. The experimental communities were San Antonio, Tex.; Lynn, Mass.; Augusta, Maine; Solon, Ohio; Rialto, Calif.; Louisville, Ky.; Spokane, Wash.; and Arkansas City, Kans.

Pacific Institute for Research and Evaluation. *Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse.* Lafayette, Calif.: Prevention Materials Press, 1975.

Book 1. *Prevention in Perspective,* by Schaps, Eric; Cohen, Allan Y.; and Resnik, Henry S. 114 pp.

Book 2. *Eleven Strategies,* by Schaps, Eric, and Slimmon, Lee R. 176 pp.

Book 3. *Implementation and Resources,* by Schaps, Eric; Adams, William T.; and Resnik, Henry S. 208 pp.

(See **Prevention,** and **Films, Videocassettes.**)

Public Service Materials Center, 104 East 40th St., New York, N.Y. 10016.

How to Get Your Fair Share of Foundation Grants.

How to Write Successful Foundation Presentations.

How to Raise Funds from Foundations.

Where America's Large Foundations Make Their Grants.

The Complete Fund Raising Guide.

1972-73 Survey of Grant Making Foundations.

Pyramid, 39 Quail Court, Suite 201, Walnut Creek, Calif. 94596.

Media Workbook. In press.

- A manual to assist drug prevention programers in creative uses of the media in promoting primary prevention goals and projects. The workbook offers instruction in techniques applicable to radio and television, press, graphics, and audiovisuals.

Pyramid: A Resource Sharing Network for Drug Abuse Prevention.

- Free flyer describes Pyramid's services for community prevention programs. (See **Prevention.**)

The Pyramid Forum: Funding Perspectives in Primary Prevention.

Scheier, I.H., and Berry, J.L. *Serving Youth as Volunteers.* Boulder, Colo.: National Information Center of Volunteerism, 1972. 36 pp.

Sexton, Brendan, and Sexton, Patricia. *Reaching Out: Helping Young People in Trouble.* New York: Agathon Press, 1974.

- A distillation of the authors' experiences directing a nonresidential therapeutic community for young drug abusers and other troubled youth. Specific suggestions on how to start and run a community drug program.

Shelzel, George, and Work, Mitchell R. *A Training Manual for Guided Group Interaction.* Harrisburg, Pa.: Pennsylvania Health Department and Pennsylvania Health Research Institute, Inc., 1973.

- A small-group education technique for personal growth designed as a guide for laymen to implement small groups in a variety of settings. Has been used successfully in drug program peer-assistance training.

Southern Regional Education Board. 130 Sixth St., Atlanta, Ga. 30313. *Responding to the Drug Problem in the Black Community.* 1973.

- A Task Force report on how blacks and other minority groups confront the drug problem and a bureaucracy primarily controlled and operated by white, middle-class administrators. Philosophical issues are presented with suggestions for practical steps to insure success in minority programs.

Special Action Office for Drug Abuse Prevention; Benchley, N.R.; and Hammond, Peter G. *The Media and Drug Abuse Messages.* Monograph Series D, Number 1. Rockville, Md.: National Clearinghouse for Drug Abuse Information, April 1974. 96 pp.

- Nine articles to encourage more effective communication of drug abuse prevention messages, and a resource information listing of organizations, books, materials, articles, and periodicals for further exploration of the uses of media. Detailed suggestions for drug program directors and reporters for coordinating efforts are provided by Xenia Wiggins.

U.S. Department of Housing and Urban Development. *Horizons on Display: Part of the Continuing American Revolution. A Catalogue of Community Achievement.* (HUD-CPD-129.) Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1976.

- This catalogue is a compendium of projects initiated in communities throughout the country to improve the future prospects or broaden the horizons of future generations. Horizons is that part of the Bicentennial celebration that looks toward the future rather than the past.

U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202. *Alcohol and Drug Education Program*, Summary, 1975. 64 pp. Mimeo. Helen Nowlis, Director.

- USOE's approach stresses the need for development, validation, and dissemination of new strategies which take into account all the forces influencing an individual's decision to use or not use drugs. The key components are the "Help Communities Help Themselves" and the "School-Based Drug Prevention" programs. Under these programs USOE has trained over 2,500 teams, each composed of school and community leaders. Training and technical assistance provided by OE helps the teams assess their communities' drug problems and the local resources available for drug abuse prevention. Each team evaluates and selects those materials and strategies they can use, modifying them, where necessary, to fit local conditions. OE's strategy for demonstration and validation does not impose a standard model of prevention, but offers a variety of approaches that had been validated as effective under specified conditions. This information is disseminated through the regional Drug Training and Resource Centers. (See **Prevention.**)

U.S. Office of Education, Fund for the Improvement of Postsecondary Education; Capital Higher Education Service, Inc. *Final Report to FIPSE from CHES.* Unpublished report to the Fund for the Improvement of Postsecondary Education, from Capital Higher Education Service, Inc., 275 Windsor St., Hartford, Conn. 06120. December 10, 1975.

- A report on an attempt to provide a community service that links the world of work skills and experience to the academic-credentials structure. The model was based upon one of the projections of career education in which individuals might use their life and work experiences to structure and reinforce academic disciplines, and vice versa. This is one community's response to a long-felt need for an advisory-brokerage service to translate values and skills learned in one pursuit to the other.

White, Virginia. *Grants: How to Find Out About Them and What to Do Next.* New York: Plenum Publishing Corp., 1975.

- Substantial information covering Government sources of funding, as well as foundations and other organizations in the private sector.

Youth Report: Constructive Alternatives to Apathy, Drugs, Loneliness. A Special Report. New York: Grafton Publications.

- A concise manual for community action to help troubled young people.

Developing Youth Skills and Roles

ACTION National Student Volunteer Program, 806 Connecticut Ave., N.W., Washington, D.C. 20525.

- These and other materials of interest to students as volunteers are available through ACTION.

High School Student Volunteers. 60 pp.

A Manual for Students Volunteering. 72 pp.

High School Courses with Volunteer Components.

- A collection of 12 case histories describing high school courses that use volunteer activities to complement classroom learning.

Planning by Objectives. 70 pp.

- A manual for people who work with student volunteer programs.

Training Student Volunteers. 103 pp.

- A manual designed to help volunteer leaders and others plan and conduct training activities for student volunteers. The design scheme is a 7-step process to assess needs, establish general learning objectives, set a climate for learning, agree on goals for learning, conduct learning events, and evaluate accomplishments.

Synergist.

- The Journal of ACTION's National Student Volunteer Program published three times a year.

Bristol-Myers Products Division, 345 Park Ave., Room 16-26, New York, N.Y. 10022.

Charles F. Schwep Associates of New York City, Career Previews, Inc. *Action Kit.*

- An experimental project, based on the premise that a project directed by youth, talking to other young people in their language, would prove demonstrably more effective in drug-prevention impact than other approaches, was tested in three ghetto areas in New York City and the affluent suburb in Nassau County, N.Y. The year of the initial experiment was Spring 1970 through July 1971. The *Action Kit* was designed to replicate the project in other communities.

Burton, Marie, and Rogovin, Mark. *Mural Manual.* Public Art Workshop, 5623 West Madison St., Chicago, Ill. 60644, 1973.

- The authors assume we are novices at mural making, so they provide step-by-step guidance for each process. Making a mural appears to be as much a community-building process as an artistic creation.

Conroy, Gladys. *Teen Involvement: A Teen Counselor Training Manual,* Teachers edition. New York: Holt, Rinehart and Winston, 1972. 112 pp.

- A guide for training high school students to counsel younger students on drug abuse prevention. The original model was developed as Dope Stop Teen Involvement, in Maricopa County, Ariz.

The Drug Abuse Council, Inc., 1828 L St., N.W., Washington, D.C. *Students Speak on Drugs. The High School Student Project.* June 1974. 150 pp.

Fletcher, Kenneth; Norem-Hebeisen, Ardyth; Johnson, David W.; and Underwager, Ralph C. *Extend: Youth Reaching Youth.* Minneapolis: Augsburg Publishing House, 1974. 112 pp.

- A program using peer counseling techniques.

Gartner, Alan; Kohler, Mary Conway; and Riessman, Frank. *Children Teach Children: Learning by Teaching.* New York: Harper & Row, 1971.

- Describes in detail a number of youth tutoring programs and analyzes how learning through teaching affects the tutor, the child being taught, the adult teacher, and the school.

GEE! (Group for Environmental Education), 1214 Arch St., Philadelphia, Pa. *Our Man-Made Environment: A Collection of Experience Resources and Suggested Activities.* 1971.

- A curriculum and sourcebook for young people to learn from life in the community and from the people who make the community tick.

Girls Clubs of America, Inc., 133 East 62nd St., New York, N.Y. 10021. *Agency Meta-Morphosis: The Self-Structured Way.* 1973.

- A training manual that evolved from the Pasadena Project, a Girls Club experiment using a new approach to "unreachable" girls by involving them deeply in the program design and structure. The manual was designed as a companion to the film, *Program Design: The Self-Structured Way*. The Pasadena experience was triggered by the George B. Leonard book, *Education and Ecstasy*, which offered an alternative to a program that wasn't working because it had been planned without the youngsters' involvement.

Hamburg, Beatrix, and Varenhorst, Barbara B. *Teaching Coping Skills to Adolescents through Peer Counseling*. Vols. I and II. Palo Alto, Calif.: Stanford University Medical School. In press.

- Volume I is a thorough discussion of peer counseling theory with a program description of a peer counseling program in Palo Alto as it has developed in the last 6 years. Volume II is a manual, or "cookbook," with helpful hints on ways to handle the infinite variety of situations and challenges young peer counselors encounter in their training and practice.

Hogan, Paul. *Playgrounds for Free*. Cambridge, Mass.: The MIT Press, 1974.

- A manual and resource book for building safe playgrounds by recycling everything from abandoned merry-go-round horses to old phone booths. How to build safe play equipment from all manner of discards, and where to get free materials.

National Commission on Resources for Youth, Inc., 36 West 44th St., New York, N.Y. 10036.

40 Projects by Groups of Kids. 1973. 128 pp.

- The projects selected indicate the great variety in challenges and ingenuities that young people discover when they are encouraged to move into new roles of leadership and cooperation with the community. The projects are described in sufficient detail to serve as models for other young people.

Youth Into Adult: Nine Selected Youth Participation Programs. 1974. 209 pp.

- Includes an annotated bibliography.

———. *New Roles for Youth*. New York: Citation Press/Scholastic Magazines, 1974. 245 pp.

- Constructive, innovative school and community projects initiated and operated by young people. Chapters cite experiences for youth as curriculum builders, teachers, community manpower, entrepreneurs, community problem-solvers, communicators, and as resources for youth. Includes characteristics of "good" youth participations and of effective adult leaders, with helpful clues for starting and operating projects. (See **Prevention**, and **Periodicals**.)

National Drug Abuse Center for Training and Resource Development, 1901 North Moore St., Arlington, Va. 22209. (Address inquiries to National Drug Abuse Materials Distribution Center, P.O. Box 398, McLean, Va. 22101.)

Making a Difference With Youth.

- Trainers' manual and simulation materials, designed for organizers of primary prevention programs that utilize youthful skills and energies.

Love-A-Fair.

- Videotape documentary. (See **Films, Videocassettes.**)

Rolling Your Own.

- A guide for the community leader who is interested in running a summer youth festival.

National 4-H Club Foundation of America, Inc., 7100 Connecticut Ave., Washington, D.C. 20015. *Annual Report.*

- Rural and urban programs for youth. Information: Margo Tyler.

National Institute on Drug Abuse, Prevention Branch, Division of Resource Development, 11400 Rockville Pike, Rockville, Md. 20852. *Youth Taking Action: A Primary Prevention Program.*

- The principal architects of Action Process, Charles Schwep and Spenser Jameson, have created a model for replication in rural as well as urban communities (see **Developing Youth Skills and Roles,** Bristol-Myers). The program is designed to involve youth in solving problems to improve the quality of their daily lives, and to deal with such factors as alienation and insecurity, poor self-image, apathy and disillusionment, disruptive behavior, and drug abuse.

———. *National Search: A Catalogue of Alternatives for Young Americans.* Rockville, Md.: Alcohol, Drug Abuse, and Mental Health Administration. In press.

- The National Search has identified programs in all of the 50 States that have been found to be successful in the prevention of, or early intervention in, drug abuse. The catalogue summarizes these programs and presents models from the two categories reviewed: outstanding programs that are being conducted for young people and outstanding programs that were initiated by young people themselves as creative alternatives.

  The national models selected in Phase I of the National Search: El Teatro Espiritu de Aztlan, P.O. Box 592, Placentia, Calif. 92670; Project Adelante, 2625 Crawford St., Pueblo, Colo. 81004; Florida Ocean Sciences Institute, 1605 South East Third Court, Deerfield Beach, Fla.; Carriage House Project, Menninger Foundation, Box 829, Topeka, Kans. 66601; The Group School, 298 Harvard St., Cambridge,

Mass. 02139; Nashua Youth Council Resource Center, 221 Main St., Nashua, N.H.; SPARK Program, New York City Board of Education, 110 Livingston St., Room 235, Brooklyn, N.Y. 11201; Shalom/Operation Discovery, 1213 Clover St., Philadelphia, Pa. 19107; Kitsap County Council on Youth, Inc., 1122 Elizabeth St., Bremerton, Wash. 98310; Innovative Youth Services of Racine, Inc., R.U.S.H., 826 Park Ave., Racine, Wis. 53403; and Mercer House, 425 Cy Ave., Casper, Wyo.

Phase II National models described in the catalogue: Metropolitan Area Youth Conference, 716 West Roosevelt, Little Rock, Ark. 72206; Migrant Action Program, 1203 Benitez Ave., Donna, Tex.; South Baltimore Community Council, 667 East Clement St., Baltimore, Md.; Natick Youth and Human Resources Committee, 10 Wilson St., Natick, Mass. 01760; TLC Youth Program, Chittenango High School, 16 Lincklaen Drive, Casenovia, N.Y.; Give Us a Chance/"Our Place"/, 117 East York St., Ithaca, N.Y. 14850; Youth Planning Conference, 1236 Kincaid St., Eugene, Oreg.; Centro Aztlan, 2023 North Clinton, Fort Worth, Tex. 76106; and Total Action Against Poverty, 702 Shenandoah Ave., Roanoke, Va.

Alternative Pursuits for America's Third Century: A Resource Book on Alternatives to Drugs.

The Rap Kit: Resources for Alternative Pursuits. (See **Building Prevention Programs.**)

The Social Seminar: Drugs, Education and Society. A Resource Manual for the Group Facilitator. (See **Building Prevention Programs.**)

National Institute of Mental Health; Robinson, Shirley E., and Yeager, Jacqueline A. *What It's All About: A Training Guide for a Youth-operated Hot Line.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1974.

Norem-Hebeisen, Ardyth. *Peer Programs for Youth: A Group Interaction Plan to Develop Self-esteem, Self-understanding and Communication Skills.* Augsburg Publishing House, 426 South Fifth St., Minneapolis, Minn. 55415, 1973.

- A manual and outline of a program which begins with a structured weekend retreat, followed by 10 sessions of 2½ hours each. Accent is on positive educational experiences and personality reinforcement to help concerned young people reach out to troubled peers.

Office of Human Development, Office of Youth Development. *An Approach to Youth Participation.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975. 22 pp.

- First in a series of pamphlets that will form a *Source Catalog on Youth Participation.* The approach outlined takes up the emerging

new values of youth and provides a basis for the development of a youth development strategy based on three propositions. Other pamphlets in the catalog will concern youth organization for participation in society, training for participation, youth participation models, evaluation of youth participation, and resources for youth participation.

Samuels, Don, and Samuels, Mimi. *The Complete Handbook of Peer Counseling.* Fiesta Publishing Corp., 1515 N.W. 7th St., Miami, Fla. 33125, 1975.

- This handbook is a guide for both professionals and laypersons interested in the organization, training, implementation, and evaluation of peer counseling programs. A chapter describes Project PRIDE, Dade County, Florida's comprehensive drug education and prevention program, in which peer counseling is a strong component. Part II is devoted to the step-by-step process of developing a peer counseling program. Part III focuses on accountability and evaluation, with instruments for evaluation.

Varnes, Paul R., and Fagerberg, Seigfred. *Drug Abuse: Intramurals—A Viable Alternative.* Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, Iowa 52001, 1974. 152 pp.

- A good case for intramurals as a specific against drug abuse, with detailed recommendations for conducting intramural programs and tournaments. Up-to-date rule modifications for the major tournament sports. General guidelines and information.

Weitzman, David. *My Backyard History Book.* Boston: Little, Brown and Co., 1975. 127 pp. Illustrated.

- Designed for kids and grownups by a group of California teachers, writers, and artists who believe that learning happens when it is wanted. The book is full of projects and ideas to make history come alive for young people by involving them directly in its making, meaning, and preservation.

Wigginton, Eliot. *Moments: The Foxfire Experience.* Washington, D.C.: Institutional Development and Economic Affairs Service, Inc., 1975. 146 pp. (See **Teacher/Student Training.**)

MULTIMEDIA

Guides, Catalogs, Filmographies

Addiction Research Foundation, 33 Russell St., Toronto, Canada M55 251. *Projections*. Audiovisual Group.

- A monthly review of films and AV materials. Provides film information and ratings.

Alcohol and Drug Education Service, 107 Christie Building, 249½ Notre Dame Ave., Winnepeg, Manitoba, Canada R38 IN8. *Audio-Visuals About Ourselves* (and Alcohol and Drugs).

- Annotated filmography.

American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. *Multimedia Catalog Four*, 1975-1976.

- Films on many facets of training and counseling; e.g.: assertiveness training for women; careers in transition; transactional analysis; Carl Rogers on education, group facilitation, and marriage; Thomas Gordon on effective parenting and effective teaching; B.F. Skinner on behavioral counseling; John Holland and Donald Super on vocational development; Kenneth Keniston on student conflict and commitment; career education; Rudolph Dreikurs on individual psychology; Norman Kagan on interpersonal process recall.

CHOICE, P.O. Box 2773, Harrisburg, Pa. 17105. *The Choice Guide to Film and Audiovisual Materials*. 32 pp.

- Includes suggestions for using a drug abuse film. Annotations provide concise information about each film's content, and an indication if the film has been evaluated.

Educational Film Library Association, 17 W. 60 St., New York, N.Y. 10023.

- Membership provides access for information about film selection, evaluation, programing, workshops, and film festivals; magazine, *Sightlines*, 5 times a year; sets of film evaluation cards, 10 times a year; and access to reference library.

———. Covert, Nadine, and Dick, Esme J. eds. *Alternatives*. 1974.

- A filmography prepared for a workshop at Mills College, Oakland, Calif., Feb. 1974, that explored through film alternatives in education, lifestyles, work, religions, crafts, politics, and family life. Annotations are provided for more than 100 films, with a selected bibliography, subject index, and alphabetical list of distributors.

International Film Bureau Inc., 332 South Michigan Ave., Chicago, Ill. 60604. *Health, Welfare, Education.* A catalog of 16-mm. films and filmstrips.

- Annotations and synopses of films, with information about availability, rental, and purchase prices. Films in Spanish or French are indexed. Classifications relevant to prevention are included in Family Relationships; Adolescence; Community Life; Child Development; Early Education; and Career Education.

Kregel, Herman. Films on alcohol and alcoholism. *Lifelong Learning,* 44(48):1;5-6, Jan. 27, 1975.

Kuhns, William. *Themes No. 1: Short Films for Discussion.*

Themes No. 2: More Short Films for Discussion.

San Diego, Calif.: Pennant Educational Materials, 1975. 380 pp.

- Resource books for teachers with the hows and whys of film education. Synopsis and discussion questions for each film, indexed thematically and by curriculum subject. Addresses of distributors of the 16-mm. films, approximate rental fees.

Lidstone, John, and McIntosh, Don. *Children as Film Makers.* New York: Van Nostrand Reinhold, 1970. 111 pp.

- Includes instruction in the rudiments of film-making, with sources of information about films and film-making and descriptions of films made by elementary schoolchildren. (See **Teacher/Student Training.**)

Macauley, C. Cameron. Drug abuse prevention films; and Booze is now in. *EMC: Lifelong Learning,* 44(48):1, Jan. 27, 1975.

Media Five Films for Teachers, Catalog 1976. 1011 North Cole Ave., Hollywood, Calif. 90038.

- Includes listings of new films on: teaching children to read, human relations and school discipline, class meetings, and cassettes on classroom climate and teacher-student relations. Participants in the films include George Dennison, Joseph Featherstone, William Glasser, Thomas Gordon, Thomas Harris, James Herndon, John Holt, Madeline Hunter, Herbert Kohl, Jonathan Kozol, Arthur Pearl, Lee Salk, Charles Silberman, and Lillian Weber.

Mental Health Materials Center, 419 Park Ave. South, New York, N.Y. 10016. (See **Prevention.**) *Selective Guide to Materials for Mental Health and Family Life Education,* 1976.

- A comprehensive guide to films, books, and pamphlets with annotations of over 500 recommended materials for mental health educators and communicators. Covers all aspects of child growth and development, adult and family life, and such areas of special concern as al-

cohol use and abuse, crime and delinquency, drug abuse, mental illness, developmental disabilities, mental retardation, physical handicaps, suicide/crisis intervention, intergroup relations, and education for positive mental health. Includes useful information and guidelines for ordering films and using them most effectively.

National Audiovisual Center, General Services Administration, Washington, D.C. 20409. *Catalog* and Drug Abuse Film Collection.

- Other films of interest to drug abuse preventors may be found in the catalog.

National Coordinating Council on Drug Education. *Drug Abuse Films*, Third ed. An Evaluation Report. Washington, D.C.: National Coordinating Council on Drug Education, 1972. 117 pp.

- Evaluates nearly 200 films, suggests how to select drug abuse films.

National Drug Abuse Center; deOlivares, Jose, ed. *Guidelines for the Use and Production of Audiovisual Media in Drug Abuse Training.* Arlington, Va.: National Drug Abuse Center for Training and Resource Development, 1975.

- Examines various applications of media to training needs, hardware system design, production procedures, and delivery settings. Includes examples of developmental processes, materials, and evaluation models for media usage.

National Institute on Alcohol Abuse and Alcoholism. *A Selected Guide to Audio-Visual Materials on Alcohol and Alcoholism.* Rockville, Md.: National Clearinghouse for Alcohol Information.

Pennant Educational Materials, 4680 Alvarado Canyon Road, San Diego, Calif. 92120. *1976 Catalog.*

Pyramid, 39 Quail Court, Suite 201, Walnut Creek, Calif. 94596, *Media Workbook.* In press.

- A manual to assist drug prevention programers in creative uses of the media in promoting primary prevention goals and projects. The workbook offers instruction in techniques applicable to radio and television, press, graphics, and audiovisuals.

Rice, Susan. *Films Kids Like.* The American Library Association, 50 East Huron St., Chicago, Ill. 150 pp.

- A guide for teachers of elementary grades briefly describes films and children's reactions to them, under whatever viewing conditions. Suggests followup activities after showings.

Schrank, Jeffrey. *Media in Value Education.* San Diego, Calif.: Pennant Educational Materials, 1970.

- Written primarily for religious education teachers, the book can be used in other fields. Includes reviews of 75 short films that have proven especially valuable in religious education, with chapters on selection and use of films, filmstrips, music and tapes, and an annotated guide to media and other sources.

Special Action Office for Drug Abuse Prevention. *Federal Guidelines for Drug Abuse Prevention Materials.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1974. 4 pp.

- The guidelines govern the production and distribution of all Federally funded drug abuse prevention materials to ensure that all mass-produced materials for lay audiences are adequately tested and are consistent with the latest consensus of what is accurate and effective as drug abuse prevention messages and presentations. Sections cover general public information, public service announcements, professional materials, recommendations for new prevention materials, and procedural guidelines.

University of California Extension Media Center. *Lifelong Learning*, 44(59), Mar. 31, 1975. *Films, 1975-1976.*

- This edition of the EMC bulletin annotates 573 films acquired since publication of the previous catalog, *Films 1973-1974.* The descriptions are written mostly by EMC writers rather than rewritten from promotional literature. Each film has been considered in terms of content, point of view, stylistic treatment, and the comments include critical notes about the films' strengths and weaknesses. Dates of copyright and of production are included; a reference guide to index categories assists in location of films by subcategories. Some of the categories relevant to primary prevention: Alternatives in Education, The Arts, Documentaries, Drug Abuse Education, Ecology, Education/Teacher Training, Ethnic Studies, Film Education, Futures Education, Social Studies/Issues, and Women.

  An EMC Newsletter is published semiannually as a supplement to the bulletin, *Lifelong Learning*, which is published weekly 10 months a year. For information, write University of California Extension Media Center, Berkeley, Calif. 94720.

Weber, David O. *99-Plus Films on Drugs.* New York: Educational Film Library Association, Inc., 1974. 72 pp.

- Selected from an evaluation study of drug abuse films by the University of California Extension Media Center and the Institute for Social Concern, in which over 200 unevaluated drug abuse films were in curriculum use at that time, 1968-69.

———. Reflections upon hanging ten. *Lifelong Learning*, 44(48):1-5, Jan. 27, 1975.

- A reminiscence and history of drug abuse education films, and the author's part in their evaluation.

Wunderlich, Craig. *Iowa A-V. Materials Related to the Abuse of All Drugs*. Cedar Rapids, Iowa: Iowa Drug Abuse Information Center, Cedar Rapids Public Library. 12 pp.

- This compendium also lists "not recommended" and "not reviewed" films.

Films, Videocassettes

American Alliance for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20036.

Every Child a Winner. Photographed and produced by Charles Holbrook, EDIT Films. 16 mm. Color/sound. 13½ min. $15, rental; $150, purchase.

- Filmed at the Project Health and Optimum Physical Education in Ocilla, Ga., a Title III demonstration project. Focus is on human values for developing self-confidence and creativity.

All the Self There Is. 16 mm. Color/sound. 13½ min. $15, rental; $90, purchase.

- The essence of the "new" physical education is building positive self-concept through individualized learning experiences in which every child feels successful and confident. Film was designed for community leadership groups.

Drug Abuse: Everybody's Hang-Up. 16 mm. Color/sound. 14 min. $17.50, rental; $165, purchase.

- Designed for use as a lead-in and ending to a discussion of today's drug scene, for teacher preparation, and for interpreting the problem to school officials, parents, and civic groups.

Outdoor Education. 16 mm. Color/sound. $17.50, rental; $165, purchase.

- How the school curriculum can be extended and enriched through use of outdoor resources and by teaching attitudes, skills, and appreciation for satisfying outdoor interests.

American Educational Films, 132 Lasky Drive, Beverly Hills, Calif. 90212. *Catalog*, Vol. 3, No. 4.

Smoking: A New Focus. 16 min. $25, rental; $235, purchase.

Alcohol: A New Focus. 17 min. $25, rental; $235, purchase.

V.D.: A New Focus. 16 min. (with flip chart.) $25, rental; $245, purchase ($235 without flip chart).

Family Planning: Children by Choice. 16 min. $25, rental; $250, purchase.

Depression: Blahs, Blues, Better Days. 16 min. $25, rental; $250, purchase.

Nutrition: The Inner Environment. 15 min. $25, rental; $235, purchase.

First Aid Action. 20 min. $30, rental; $300, purchase.

V.D. Prevention. 11 min. $15, rental; $160, purchase ($150 without flip chart).

- Films available in 16 mm, super 8 mm, and videotape color, Spanish and English sound tracks. For junior and senior high school and young adults.

American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. *Individual Psychology in Counseling and Education.* Rudolf Dreikurs in two films. 16 mm. Color/sound. 35 min. each. $25, rental; $250, purchase.

- Part I is an overview of the Adlerian concepts that shape individual psychology, an optimistic approach that sees every person as different, but full of potential. Part II is a demonstration with a parent, a teacher, and a child that explores the concept of holism, and the idea of social interest, or belonging.

Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, Calif. 91104. *Greenhouse.* 16 mm. Color/sound. 11 min. $18, rental; $145, purchase. For all ages.

- Explores vandalism and values through the stimulus of a boy caught breaking the windows of an old man's greenhouse.

BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404. *Guidance for the 70's Series.* 3 films, 16 min. Color.

Kids, Parents and Pressures;

Self-Esteem;

Who's Responsible?

Churchill Films, 662 North Robertson Blvd., Los Angeles, Calif. 90069. *Catalog, 1976.*

Feelings. A series. 16 mm. Color. 8-10 min. each. $12, average rental; $120, average purchase; series, $450.

I'm Feeling Alone; I'm Feeling Sad; I'm Feeling Scared; I'm Mad at Me; and *I'm Mad at You.*

- For elementary schoolteachers who want to incorporate affective education into their curricula. Vignettes show children interacting with one another and with adults. The messages are sensitive, nonthreatening, and authentic.

Drugs and the Nervous System. (1972 Version.) 18 min. Color. $125.

About Your Body. Elementary and junior high.

Cohn, Frederick. *Sunseed.* Color/sound. Full-length feature. Sunseed, P.O. Box 985, Sausalito, Calif. 94965.

- The spiritual-search phenomenon that burst upon our landscape as the drug scene turned even more dismal is the theme of this documentary. It follows the search of many young people for enlightenment. The documentary is instructive and exhilarating in its overview of the many paths available, as personified in 10 influential and respected spiritual teachers. Filmed in America, Israel, Persia, and India by Baird Bryant and Robert Frank.

Dana Productions, A Division of Saparoff Films, Inc., 6249 Babcock Ave., North Hollywood, Calif. 91606.

Get High on Life. 16 mm. Color. 10 min. Also available in 8 mm and 35 mm. $20, rental; $157.50, purchase.

- Lyrics and music of the young explore the wonders of each day from dawn to dusk, with each period corresponding to life. The message is the natural highs of life. An upper.

No Man Is An Island. Color/sound. 11 min. 16 mm, 8 mm. $20, rental; $168, purchase. Narrated by Orson Welles.

- John Donne's poem is recreated through film and music to remind us again that "I am involved in mankind."

The Joy of Communication. Color/sound. 16 mm, 8 mm. 18 min. $28.50, rental; $270, purchase.

- The joys depicted are people of all ages sharing values and experiences: young and old, parents and children, teacher and students, and all with nature.

The Joy of Achievement. Color/sound. 16 mm, 8 mm. 14½ min. $25, rental; $215, purchase.

- A hymn to work, using quotes of outstanding achievers who found themselves through their work.

Education Development Center, Inc. *Exploring Childhood: Program Overview and Catalog of Materials.* Cambridge, Mass.: EDC/Social Studies Program, 1975-1976.

- A program combining the study of child development with work with young children on a regular basis. The curriculum is designed to prepare junior and high school students for parenthood, for careers involving children, and for citizenship and responsibility for making daily decisions that affect children. The three multimedia modules are (1) Working with Children, (2) Seeing Development, and (3) Family and Society. The catalog describes materials for teachers, administrators, and parents. A 13-minute black-and-white preview film provides the philosophical and pedagogical overview for the program.

Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, Ill. 60611. Catalog No. 39, 1974-1975. *The Most Important Person.* Produced by Dan and Elaine Weisburd for Sutherland Learning Associates, under grant from the Office of Childhood Development, Department of Health, Education, and Welfare, 1973. Entire program package, $2,590; individual films, $64, purchase.

- A multimedia program in 10 units, consisting of 50 16-mm or 8-mm sound films, each 4 minutes, with song cards, recordings, puppets, drama activity cards, and hand puppets. For young children, ages 4-7. Key themes are attitudes, feelings, senses, creative expression, nutrition, getting along with others, body movement, health and your body, and identity.

———. *Personal Guidance: Values Clarification.*

- Brief films, from 4 to 14 minutes, that encourage students to examine their values and make their own decisions.

The Report Card: How Does Riccardo Feel? Color. 5 min. $95, purchase.

Only Benjy Knows: Should He Tell? Color and b/w. 4 min. $85, color; $55, b/w.

Late for Dinner: Was Dawn Right? Color and b/w. 8 min. $130, color; $75, b/w.

- These were designed as stimulus films to encourage primary grade students to examine their values and make their own decisions. Filmed in collaboration with Maria Piers, Dean of the Erikson Institute for Early Childhood Education, Chicago.

What's Your Authority? Color. 11 min. $150, purchase.

Where's Your Loyalty? Color. 11 min. $150, purchase.

Who Needs Rules? Color. 11 min. $150 purchase.

- Episodes in these films are constructed to provide intermediate and junior high schools with dilemmas in moral growth. Made in collaboration with Lawrence Kohlberg, Graduate School of Education, Harvard University.

Are Manners Important? B/w. 11 min. $75, purchase.

Don't Get Angry. Color. 12 min. $150,color; $75, b/w.

- The first film demonstrates that good manners enable people to live together in a pleasant way. The second explains anger as a natural emotion which can be successfully managed when faced maturely. Collaborator on the two films: Rose H. Alschuler.

———. *Getting Together.*

- A film series in personal relationships.

Teenage Relationships: Venessa and Her Friends. Color. 19 min. $255, purchase.

Parental Roles: Don and Mae. Color. 29 min. $360.

Adolescent Responsibilities: Craig and Mark. Color. 28 min. $360.

- Three *cinema verite* portraits of people trying to deal with others close to them. Teacher's Guides provide base for class discussion, junior and senior high school. Consultant was Rose M. Somerville, Department of Sociology and School of Family Studies, California State University.

———. *The Tobacco Problem: What Do You Think?* Color. 17 min. $220. Junior and senior high school students. Collaborator: Oscar Auerback, M.D., Professor of Pathology, New Jersey College of Medicine.

———. *The Alcohol Problem: What Do You Think?* Color. 18 min. $220. Junior and senior high school and college students. Collaborator: Martin Schulman, University of Illinois.

———. *The Drug Problem: What Do You Think?* Color. 17 min. $220. Junior and senior high school and college. Collaborator: Charles W. Gorodetsky, M.D., Addiction Research Center, National Institute of Mental Health.

———. *Venereal Disease: The Hidden Epidemic.* Color. 23 min. $325. Junior and senior high school and college. Collaborators: James N. Miller, UCLA, and Walter Smartt, M.D., Los Angeles.

Guidance Associates, 757 Third Ave., New York, N.Y. 10017. *1975-1976 Instructional Media Catalog for Human Growth and Development,* K-12.

Never Say You Can't Until You Try. 16 mm. Color/sound. 10 min. $150. Grades 4-6.

- Designed to help youngsters understand the importance of trying, failing, and succeeding. Live action and animation.

Disappointment: A Day That Didn't Happen. 16 mm. Color. 11 min. $150.

- To help children consider effective ways of coping with deep disappointments.

Impressions of Prejudice. 16 mm. Color. 19 min. $240.

- Dramatizes literary passages from black and white authors responding to themes of violence, racism, sexism, and religious bigotry. Helps students explore the roots of their own feelings.

Haight-Ashbury Films, P.O. Box 22141, San Francisco, Calif. 94122. *Alternatives in Films,* a catalog.

The Factory. 16 mm. Color/sound. 26 min.

- A film on "drug abuse and industry" that doesn't mention drugs. It examines a new philosophy of factory management in which communication, flexibility, and responsibility are the keynotes of the working environment. The alternative modus operandi allows choice of job assignment, working hours, and method of compensation as antidotes to worker dehumanization and industrial impersonality. The president of the plant affirmed that under this management plan the firm's sales, production rate, and capital investment have grown constantly.

The Human Development Institute, 166 East Superior St., Chicago, Ill. 60611.

- Films, programed materials, encountertapes, training seminars, and mental health cassette series. Most of HDI's programs are leaderless, or self-directed, and draw upon research and client-centered therapeutic approaches from the behavioral and humanistic traditions exemplified in the work of B.F. Skinner and Carl Rogers.

The Way Out. 16 mm. Color. 33 min. $50, rental; $250, purchase. (With two extra portions of film, showing a white supervisor and black worker who have worked out a successful relationship. 45 min. $350.)

- Brief glimpses of the backgrounds of four ethnic groups: black, Spanish-speaking, American Indian, and white Appalachian, with a focus on the urban environment in which many individuals in these groups now live, and the conditions of unemployment and poverty.

I'm Not Too Proud Anymore. 16 mm. Color. 20 min. $50, rental; $250, purchase.

- A southern Appalachian white describes his struggles and existence in his world of substandard education, poverty, and discrimination. A discussion starter touching on many facets of life in America.

Black Anger. 16 mm. Color. 30 min. $50, rental; $350, purchase.

- A group of black and Spanish-speaking Americans reveal their feelings of hostility and hopelessness generated by ghetto life. Two versions of the film are available, one with, and one without profanity.

Help, I'm a Cop. 16 mm. Color. 28 min. $40 rental a day; $80 rental per week; $390, purchase.

- Depicts the world as the policeman often experiences it in a society torn by social change, in which hostility is generated toward the law and those hired to enforce it. Made under the direction of Dr. Len Pearson, with the cooperation of the Oakland and Berkeley, California, police department. With study guide.

I'm Somebody Special. 16 mm. Color. 14 min. Directed by Attila Domokos; produced by Metricraft. Distributed by Doubleday Multimedia, 1371 Reynolds Ave., Santa Ana, Calif. 92705.

- For grade levels 1-4, the film shows four young people from different cultures, and what they do that makes them feel good about themselves, their families, and cultural backgrounds. Patricia and Samantha are black; and Nicole and Cesar are Mexican-American.

Indiana University Audio-Visual Center, Bloomington, Ind. 47401.

America in the 70's Series.

- Films on drugs, alcohol, smoking.

Drink, Drank, Drunk. 16 mm. Color. 59 min. $20.75, rental; $550, purchase.

- Film produced in 1974 by WQED, Pittsburgh, Pa., offers advice to millions of Americans with alcoholic spouses, relatives, friends, and co-workers, on how to deal with the alcoholic. A varied format using comedy vignettes, music, and discussion groups to explore the do's and don'ts in dealing with alcholics. Hosted by Carol Burnett, with guests Renee Taylor, Joseph Bologna, E.G. Marshall, and Morgan Freedom. Secondary, college, and adult level.

Learning Corporation of America, 711 Third Ave., New York, N.Y. 10017. Catalog, 1975-1976. *The Many American Film Series.* 16 mm. Color/sound. 13-18 min. each. $15-$20, rental; $195-$220, purchase. Intermediate grades.

Felipe: North of the Border (Chicano); *Geronimo Jones* (American Indian); *Miguel: Up from Puerto Rico* (Hispanic); *Siu Mei Wong: Who Shall I Be?* (Chinese); *Todd: Growing Up in Appalachia* (Anglo); and *William: From Georgia to Harlem* (black, rural to city).

- Six films about children of different ethnic backgrounds, depicting conflicts of lifestyles and values.

McGraw-Hill Films, distributor, 1221 Sixth Ave., New York, N.Y. 10022. *Foxfire.* 16 mm. Color/sound. 21 min.

- Produced by the Institutional Development and Economic Affairs Service, Inc., at Rabun Gap, Ga., the film introduces students and teachers to the way *Foxfire* operates, and how the concept has been extended to other cultural groups. (See **Teacher/Student Training.**)

Media Five/1011 North Cole Ave., Hollywood, Calif. 90038. *Minority Report.* Color. 29 min. $45 a week rental; $375, purchase.

- Two related concerns, not just for minorities, are the special problems of minorities in the present educational environment, and the issues of radical school reform. Views of Jonathan Kozol, Arthur Pearl, Fitz-George Peters, Greta Pruitt, Herbert Kohl, James Herndon, and Charles Silberman pose pros and cons for discussion.

MYCODA, Inc., 616 Evans St., McKeesport, Pa. 15132. Dr. Llynn Lotecka, Executive Director. *We All Get A Chance to Talk: The Circle Approach to Affective/Social Education.* Documentary, 37 min.

- The film demonstrates the differences between the traditional classroom lecture about values and behaviors, and the group approach known as the "magic circle." Takes the viewer into several circles to highlight the various group techniques practiced. The circle technique was originated by the Human Development Program. (See **Teacher/Student Training.**)

National Commission on Resources for Youth, 36 W. 44th St., New York, N.Y. 10036. *Youth Participation Materials.*

The Young Filmakers. 16 mm. Color film. 20 min.

- Describes a project in New York City in which students work independently to produce films on subjects of interest to them. High school age.

With Time to Share: The Sonoma Youth Project. 16 mm. Color film. 30 min.

- Describes a project in California where high school students do sophisticated physical therapy with children and adults in a home for the retarded. Also shows the training and communal living situation the students have set up for themselves.

The Museum of the Hudson Highlands. Videotape, ½ inch, black and white. (All videos in series are ½ in. b/w. $2 loan.)

- A natural science museum initiated and maintained by teenagers has become an exciting resource for schools in upper New York.

The Ramapo School and Community Service Programs. Video.

- Teenagers receive school credit for working in a great variety of community helping services. The school provides seminars related to their service work and provides them with individual counseling.

The Ramapo Apprenticeship Program. Video.

- Another program for teenagers to receive school credit for working under established professionals in their community: chefs, photographers, lawyers, politicians, etc.

Students Concerned with Public Health. Video.

- High school students use a variety of imaginative strategies such as puppet shows and scientific demonstrations to teach elementary school children about public health problems such as alcoholism, drug abuse, and VD.

The Unwinding Room. Video.

- Girls at a parochial school in South Philadelphia counsel their peers on serious personal problems and help them to grow through crises. A special room in the school, closed to adults, is used for the counseling sessions. The girls are trained by a professional counselor.

The Fourth Street i. Video.

- Puerto Rican teenagers from New York's Lower East Side publish a magazine about their culture. The magazine became a reading resource in the public schools.

The High School Archeology Project. Video.

- High school students in Atlanta perform primary archeological research, digging up the remains of an ancient Indian settlement. Students identify data and catalog all their finds. They do this work as part of a full-course credit from their schools even though, while they are working, they spend no time in school.

Foxfire. Video.

- A magazine produced by high school students in Rabun Gap, Ga. about the culture of the elderly residents of Appalachia. The magazine preserves an aspect of American culture which otherwise would be lost as the informants die. The tapes and photographs by the young people are preserved in the Smithsonian Institution.

Youth Tutors Youth. Film, b/w. 20 min.

- A documentary based on the 1968 Youth Tutoring Youth summer program in Philadelphia.

National Drug Abuse Center for Training and Resource Development, 1901 North Moore St., Arlington, Va. 22209. (Address inquiries to National Drug Abuse Materials Distribution Center, P.O. Box 398, McLean, Va. 22101.) *Love-A-Fair.* Videotape, ½ inch, standard, 20 min. $30.

- Documents a festival in Central Park, New York City, as a means of demonstrating a community's potential for cooperation and sharing.

National Institute on Drug Abuse. *The Social Seminar: Drugs, Education, and Society. A Resource Manual for the Group Facilitator.* Revised, 1975. Rockville, Md.: National Clearinghouse for Drug Abuse Information. 100 pp.

- A multimedia drug education program designed for educators, administrators, trainers, school nurses, psychologists, counselors, students, parents, and community groups. The perspective is that there are no simple solutions to complex problems; the approach is to involve the broadest possible participation in a process aimed at community development and individual growth.

  The core of The Social Seminar consists of a 19-part multimedia package: an introductory orientation film (7 min.); 15 core films (30 min. each); a film discussion guide, a programed instruction text, "What Will Happen If?"; and a role-playing simulation, "Community at the Crossroads." The Social Seminar adapts itself to inservice teacher training for credit toward re-certification. Can be presented during school year for 2 or 3 hours weekly, 12-20 sessions, or as a workshop of 1 or 2 weeks duration.

National Institute of Mental Health. *One to Grow On: Films for Mental Health in the Classroom.* NIMH Film Collection, National Audiovisual Center, (GSA) Washington, D.C. 20409. For further information, write NIMH, 5600 Fishers Lane, Rockville, Md. 20852.

One to Grow On. 10 min. Color. $7.50, rental; $48.50, purchase.

- Explains purpose and uses of series as educational tools.

A Pretty Good Class for a Monday. 25 min. Color. $12.50, rental; $103.75, purchase.

- A study of a single history class with three totally different students acting within his own special set of motives, needs, and values. Discussion stimulus for exploring individual behaviors in a classroom.

Sarah. 9 min. Color. $7.50 rental; $43, purchase.

- Dramatizes the issue of confidential information between a student and teacher, in which a critical incident triangulates a conflict between student, teacher, and counselor.

Act II-Lindsay. 17 min. Color. $10, rental; $72, purchase.

- How a student's behavior is influenced by family pressures, peer pressures, unmet emotional needs, and teaching style.

A Teacher in Reflection. 10 min. Color. $7.50, rental; $44.75, purchase.

- How one teacher uses class meetings to help students work through personal and classroom problems, with her commentary on successes and failures in creating the classroom environment she seeks.

Individuals. 17 min. Color. $10, rental; $74, purchase.

- Another teacher's approach is to allow students to plan their own activities. She and her students talk about the classroom system and the goals they have set for themselves and their class.

Learning Strategies. 11 min. Color. $7.50, rental; $50.50, purchase.

- In this documentary, students guide their own development within a curriculum that emphasizes values and human relations. Ingredients include student tutorials, historical dramatizations, and student-principal discussions about curriculum.

What is Teaching? What is Learning? 23 min. Color. $12.50, rental; $97.75, purchase.

- Several teachers experimenting with new techniques they are trying share their feelings of enthusiasm and concern about their classroom, their students, and the world outside.

He Comes from Another Room. 28 min. Color. $12.50, rental; $113.50, purchase.

- How to integrate emotionally disturbed children into regular classrooms is the focus of this film.

Pacific Institute for Research and Evaluation. ***Balancing Head and Heart: Sensible Ideas for the Prevention of Drug and Alcohol Abuse.*** **Prevention Materials Institute, P.O. Box 152, Lafayette, Calif. 94549. One set (7 tapes), ¼ inch reel-to-reel, $580; or $95 per tape. One set of ¾ inch U-matic videocassette, $695; or $110 per tape.**

- **The books and videotapes produced during this study of innovative strategies in primary prevention may be used separately or as an integrated package to build support for programs, introduce new strategies, educate policymakers and planners, and serve as a guide to practical action for schools and communities. Videotapes are available as a full set of seven tapes, or individually. Within the State of Pennsylvania the materials are available through CHOICE, Box 2773, Harrisburg, Pa. 17105; outside of Pennsylvania, the materials are available through Prevention Materials Institute at the above address.**

Tape 1: ***Tools for Change: A Developmental Model for Growth and Learning.***

- **Highlights the perspective on drug abuse prevention advocated throughout the series, offers excerpts from the other videotapes, and analyzes the requirements for significant improvements in educational and other human service organizations.**

Tape 2: ***The Only Me in the World: Developing Self-Esteem in the Primary Grades.***

- **A careful look at two strategies for the early grades: DUSO (Developing Understanding of Self and Others) and Magic Circle. Commentary by classroom practitioners and trainers.**

Tape 3: ***Getting Them Not to Give Up: A School Tries the Glasser Method.***

- **The Schools Without Failure approach, an ongoing program with description and criticism offered by Dr. William Glasser, parents, and school personnel.**

Tape 4: ***The Choice is Theirs: Decision Making in Early Adolescence.***

- **Presents several strategies for helping junior and senior high school students examine their decisions about drug use: Values Clarification and Creative Drug Education.**

Tape 5: ***It's Different When You Care: Getting Kids Involved In and Out of School.***

- **In-school involvement is achieved by integrating the valuing process with the traditional curriculum; several out-of-school programs based on the alternatives concept are also presented.**

Tape 6: ***A Sense of Responsibility: Kids Help Kids and Everyone Wins.***

- The strategies investigated are Peer Counseling, Peer and Cross-Age Tutoring, and Role Playing.

Tape 7: *Parenting: It Doesn't Always Come Naturally.*

- Parent Effectiveness Training is suggested as a means of resolving family conflicts and strengthening family relationships; another approach covered here is a high school course on parenting.

Port Washington Free School District Instruction Center, 16 Belleview Ave., Port Washington, N.Y. 11050. Barbara Yanowski Dolan, TV Projects Director. *Children to Children.* ½ inch, videotape, color.

- This program uses graphic television production as a strategy to improve students' abilities to read and write. Reading and writing skills of students in the Sousa junior high school program improved in all students, some of whom made gains of 2 years or more in the course. The program has been expanded to include elementary school students in the district.

Pyramid Films, Box 1048, Santa Monica, Calif. 90406.

Up Is Down. 16 mm. Sound/color. Animated. 6 min. $10, rental; $100, purchase. Senior high.

- This kid walks on his hands as a response to pressure from society. A lead-in to discussion of conformity and oppressive socialization.

Sixty-Second Spot. Color. 25 min. $30, rental; $325, purchase.

- The ecstacy-cum-agony-cum-sweat of producing a television spot commercial that satisfies all constituents and increases sale of a certain pop-item is here as an example of problem-solving all along the line. Valuable insights for anyone trying to use film to get across a short and effective message.

Stephen Bosustow Productions, 1649 11th St., Santa Monica, Calif. 9040[illegible]

- Each film below has an accompanying leader's guide.

Film Facts. 1976 Film Index.

- Attractive fact sheets about each film provide easy reference to essential details about each title, including the relevant subject areas, purpose, synopsis, concepts, and awards. A few titles:

Is it Always Right to be Right? 16 mm. Color. Animation and live action. 8 min. $15, rental; $150, purchase. Release, 1970. For upper elementary grades through college.

- A parable about a land—where each person is always right—that comes to a standstill. Nobody will listen to anyone in the opposing group, until someone has the sense to say "I may be wrong." The film points to the need for a Declaration of Interdependence. Spanish version.

The Giving Tree. 16 mm. Color. Animation. 10 min. $15, rental; $175, purchase. Release, 1973.

- A story about a boy's lifelong relationship to a tree that has given itself at different times of the boy's life, and how old age brings their relationship full circle. The ending demonstrates some truths about the meaning of giving and receiving love.

Modern Life: Choices and Conflicts. Four Wigglemen Tales. 16 mm. Color. Animation. Non-narrated. 10 min. $15, rental; $125, purchase. Elementary grades through adult. Release, 1973.

- The paradox of modern life, increased knowledge about everything but ourselves, is dramatized in four provocative situations in which Wigglemen stimulate viewers to consider such questions as: What Turns You On? What Price Togetherness? Why is the Going so Rough? and Who is the Real Me?

Just Like You. 16 mm. Color. 6 min. $15, rental; $125, purchase. Elementary through adult. Narrated by Eugene Osborne Smith. Release, 1970.

- Against a montage of photographic portraits and scenes of the daily life of Americans of different cultures, the narration expresses the humanistic theme of all the things that concern deeply all people, red, black, brown, yellow, and white. The concepts are that people everywhere share the same needs, goals, pleasures, and problems, and that we can develop the understanding to appreciate all racial and cultural backgrounds.

The Divided Man: Commitment or Compromise? 16 mm. Color. Animation. Non-narrated. 5 min. Elementary through adult. Release, 1973.

- Presents the dilemma of decisionmaking in a world where choices multiply daily. Unable to decide which fork of a road to take, the animated figure splits, then travels both paths, only to have the two paths join back into one road again, where the two halves attempt to reunite. The concepts deal with the need for commitment in choice; the problem of dividing one's energy among many goals without compromising too much; and the changes that take place in a person who has made a commitment.

Joshua in a Box. 16 mm. Color. Animation. Non-narrated. 5 min. $15, rental; $115, purchase. Elementary through adult. Release, 1970.

- Joshua is a strange little creature who acts very human upon discovering he is trapped in a box. What happens when he succeeds in freeing himself is also very human. The film was designed to promote creative and critical thinking about man's needs, emotions, and values. Although young children understand the film, discussions can help older viewers to understand the more abstract concepts and meanings of freedom implied in the film.

University of California Extension Media Center, Berkeley, Calif. 94720. Selected film titles listed in *Lifelong Learning Films 1975-1976.*

Drugs: The Children Are Choosing Series. Release, 1970.

Drugs in our Culture. 7791. Color. 29 min. $25, rental; $350, purchase. Narrated by psychologist James Fadiman.

The Allure of Drugs. 7792. Color. 24 min. $22, rental; $300, purchase.

- Drugs and attitudes toward them throughout history, up to the new cycle of drug experimentation and attitudinal change, still in process.

The Pharmacology of Drugs. 7793. Color. 29 min. $25, rental; $350, purchase.

- Pharmacologist Frederick H. Meyers, on drugs and their effects, notes that alcohol still presents the major abuse problem in America.

Drugs and the Very Young. 7794. Color. 24 min. $22, rental; $300, purchase.

- Dr. Allan Y. Cohen outlines an educational approach based on sympathy, honesty, personal example, and the offering of real alternatives.

The Need for Dialogue. 7795. Color. 30 min. $25, rental; $360, purchase.

- A conference in which students, interacting with a child psychiatrist, a minister, two school administrators, and several teachers present a picture of modern childhood as complex and frustrating as adulthood.

What Some Communities are Doing. 7796. Color. 29 min. $25, rental; $350, purchase.

- Two educational efforts, a program in Alameda (Calif.) Unified School District and a community-wide program on the Palos Verdes Peninsula, are described to show how each process worked, step-by-step. The conclusion is that education alone is not sufficient, unless it is the education of a whole community.

What Can We Do? 7797. Color. 30 min. $35, rental; $360, purchase.

- Three approaches to open communication between and among adults and the young: an 8th grade science class in Palos Verdes "teach themselves about dope," while the teacher moderates; a student-teachers conference in San Francisco encourages pre-teenagers to speak their minds; and at Damien House in San Mateo college student counselors volunteer to rap with teenagers coping with drug and family problems. Makes the point that unbiased communication and the airing of all sides of the drug controversy are essential to effective drug education programs.

Dynamics of Leadership Series. 5 films.

Anatomy of a Group. 6450. B/w. 30 min. $13, rental. Release, 1963.

- How a group differs from a collection of people and how a new group can be structured and conducted to assure participation, communication, and goal achievement.

Diagnosing Group Operations. 6452. B/w. 30 min. $13, rental. Release, 1963.

- How to diagnose symptoms of group malfunctioning and identify causes of conflicts.

Individual Motivation and Behavior. 6451. B/w. 30 min. $13, rental. Release, 1963.

- Demonstration and discussion of why people join groups and how individuals react; why some people block action and others try to dominate it.

Roadblocks to Communication. 6454. B/w. 30 min. $13, rental. WGBH(c) release, 1963.

- Pointers to avoid poor communication in group discussions and lecture presentation by Malcolm Knowles, who demonstrates techniques using a watchdog panel, a reaction panel, and an audience panel.

Sharing the Leadership. 6453. B/w. 30 min. $13, rental. Release, 1963.

- Demonstrates the relationship between group membership and leadership; how leadership arises in a group and what is involved in the role.

You Pack Your Own Chute. 8989. Color. 30 min. $30, rental. Release, 1972.

- A rousing good motivational/inspirational film in which the trainer proves her point that personal responsibility is the keystone of success, by making a sensational parachute jump. The chutist is Eden Ryle, a professional trainer in management motivation.

Youth and the Law. 6427. B/w. 36 min. $18, rental. Release, 1963.

- Demonstrates police work with other community organizations to channel youth energies into constructive directions.

Youth: The Search for Relevance. 8412. *Towards the Year 2000 Series.* Color. 22 min. $28, rental. Release, 1971.

- The causes of the emergence of the youth culture that shook up the 60's are explored. Interviews with rock star Jerry Garcia, philosopher Paul Goodman (*Growing Up Absurd*), sociologist Bennet Berger, and a political activist member of the White Panther Party. Includes a discussion of the increasing impact of Eastern religion and mysticism on the youth culture.

Target: The Impossible Series; I'm O.K.—You're O.K.: Can T.A. (Transactional Analysis) Free the Child in Us? 9140. Color. 22 min. $28, rental. Release, 1974.

- Introduction to TA. Commentary by Thomas A. Harris with a group session that demonstrates parent-adult-child transactions.

White Bird: An Alternative. 16 mm. Color. 26 min. $23, rental; $320, purchase. Release, 1975.

- Documentary about the White Bird sociomedical aid station, an alternative health care delivery system in Eugene, Oreg. Demonstrates how a holistic community service grew out of the void in drug education and drug crisis care. The facility is now staffed by more than 300 staff and volunteers.

Wombat Productions, Inc., 77 Tarrytown Road, White Plains, N.Y. 10607. *Catalog, 1974-75.*

- Wombat films for purchase are available only in super 8 mm sound cartridges or U-matic videocassettes. Study guides come with each preview, rental, or purchase.

Individual and Unique:

Ecce Homo. Animated. 12 min. $15.50, rental; $155, purchase.

- The infinite variety of man, his varied capacity and potential. For family living, humanities and film studies, grades 10-12. By Alexander Marks and Max Massimo-Garnier. (Zagreb)

I Am. Animated. 14 min. $19, rental; $190, purchase.

- Does a person's job define his/her importance? Can a person who works with his hands be a somebody? For guidance, social studies, language arts, grades 4-12.

Rainbow. Animated. 9 min. $12, rental; $120, purchase.

- Can truth be totally crushed? Can the life force within all be forever stilled? A thought-prodding film.

Formed By Their Families:

Family. Animated. 14 min. $18.50, rental; $185, purchase.

- In these times, does the family exist? How valid are the old roles of members in today's turmoil? Makes one wonder.

Ah, What a Soldier. Animated. 7 min. $10, rental; $100, purchase.

- About all the things a parent does for a child. The question: is this help always necessary, always good? For language arts, guidance, teacher training. K-2.

Harmony. Animated. 8 min. $10, rental; $100, purchase.

- Some of the ways men and women assume certain sex roles in order to achieve harmony. For social studies, women's studies, language arts.

Defined By Their Decision:

A Place for Aunt Lois. 17 min. $22.50, rental; $225, purchase.

- Family living, guidance, women's studies. Grade 3-12.

Choice or Failure?

- Examines single-by-choice women as examples of valid lifestyles. Emphasis on choice.

Almost Everyone Does. 16 mm. Color/sound.

- Versatile film. Intermediate and junior high through teacher training and adult education.

I Think. 16 mm. Color/sound. 19 min. $24, rental; $240, purchase. Primary, intermediate grades.

- A youngster is under many influences. Where does she make her stand and assert what she believes, even if her friends don't back her up?

Prometheus XX. Animated. 6 min. $9, rental; $90, purchase.

- The age-old question revisited: Will man always misuse his powers? Or hers? For humanities, guidance. Grades 9-12 and college.

Fashioned By Their Society:

Balthazar the Lion. Animated. 12 min. $17, rental; $170, purchase.

- Everyday boxes become animals in a zoo. One of them thinks it would be a good idea to swallow the moon. For language arts, arts and crafts. K-8.

Messenger from the Stars. Animated. 8 min. $10, rental; $100, purchase.

- Must the demands of modern life blind and deafen us from the truth(s) when they do appear? For guidance, consumer education. Grades 6-12.

Push. Visual essay. 9 min. $12, rental; $120, purchase.

- Our pushbutton world offers a certain mastery over nature, but have we lost a basic resource—our ability to reach each other?

Styles. 22 min. $28.50, rental; $285, purchase.

- Steve, George, and Laura have one thing in common: they're under 20. In goals and attitudes they are worlds apart, searching for or running away from what they will one day become. For drug education, family living, social studies. Grades 7-12.

Knowing They Will Die:

The Parting. 16 min. $22, rental; $220, purchase.

- A remote European village keeps alive the truth that death is intermeshed with life and must not be ignored. For social studies, anthropology. Grades 9-12 and college.

Let's Rejoice. 10 min. $13, rental; $130, purchase.

- These residents of an old people's home have created a new family and a choir that affirms life in their collective memories of the holocaust. For social and film studies.

Mila 23: Simion's World. 15 min. $20.50, rental; $205, purchase.

- Man, the coping animal, tends to survive the most difficult challenges and environments by the beliefs and institutions, the habits, he creates. For social studies, humanities. Grades 7-12, college.

Slides, Filmstrips, Audiocassettes, Lps

Addison-Wesley Publishing Co., Inc., Reading, Mass. 01867.

On Being Yourself: Winners and Losers. 140 color slides. 12 min. audio-cassette.

- Full script of words from *Born To Win*, with new music. Suggestions for making presentation in a leader's guide included in each package.

Transactional Analysis Overview Cassette Program.

- Informative 55-minute audiotape by Dorothy Jongeward outlines the dynamics of TA and provides a framework to use TA in several ways.

American Alliance for Health, Physical Education, and Recreation. *Movement Education.* Film loop. K-3. (See **Music and Movement.**)

American Guidance Service, Inc., Circle Pines, Minn. 55014.

Dinkmeyer, Don. *Developing Understanding of Self and Others* (DUSO).

- The complete package includes a kit of activities and materials: puppets, stories, cassettes, props, and posters, incorporating the DUSO themes. The DUSO program has a broad appeal and can be adapted by teachers to particular types of children, despite its mainstream cultural values. The program was developed to help children understand their own social and emotional behavior and those of their friends. The eight units are: Understanding and Accepting Self; Understanding Feelings; Understanding Others; Understanding Independence; Understanding Goals and Purposeful Behavior; Understanding Mastery, Competence and Resourcefulness; Understanding Emotional Maturity; and Understanding Choices and Consequences.

Toward Affective Development.

- A multimedia activity-centered program using classroom events to stimulate real-life experiences and to promote psychological growth. The package includes a teacher's manual, 44 illustrations, 93 discussion pictures, filmstrips, cassettes, two back-to-back posters, one duplicating master's book, 40 feeling wheels, 37 career folders (Level 1), 37 career folders (Level II), one red scarf, 36 shapes and objects cards, and 160 red and blue chips. The 191 lessons are explorations of: (1) Reaching In and Reaching Out; (2) Your Feelings and Mine; (3) Working Together; (4) Me, Today and Tomorrow; and (5) Feeling, Thinking, Doing.

National Forum Guidance Series.

- Teacher's guide with kit including puppets, stories, songs, and poems poems on recordings and cassettes. Teacher and pupil editions of *Everywhere We Go* (grade 4); *The People Around Us* (grade 5); and *Seeing Ourselves* (grade 6).

American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. *Drug Package.*

- Multimedia: one film, one book, and six cassette programs.

Casse, Robert M., Jr.; Scaff, Marilee K.; and Packwood, William T. *Drugs and the School Counselor.* 1972. 148 pp.

- How counselors can aid in developing enlightened policies on drug use within schools and in education programs in communities, using counseling strategies.

Drug Abuse Prevention: Counseling for Involvement in Living. Cassette. 50 min. $5.

- Features the work of Richard W. Warner and John D. Swisher with youngsters in school settings. Makes distinctions between prevention and intervention; stresses intervention via alternatives prior to the time a kid makes drug decisions.

Guidance and the New Mysticism: Drugs, Biofeedback, Zen, Astrology. 1 hour, 15 min. $5.

- Featuring Robert B. Nordberg, Marquette University.

BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404.

Values Series.

- Two sets of large posters. Each set contains eight color photographs of children engaged in dilemma situations. Short story and suggestions for values discussion on back of each poster. Poster 1: *People I Don't Know;* Poster 2: *My Class.*

Sensing, Learning, Remembering and Thinking.

- Four filmstrips, 1 hour, explaining the sense organs, the human nervous system, learning, thinking, remembering, and imagining; and injuries to the nervous system.

Do It Now Foundation, National Media Center, P.O. Box 5115, Phoenix, Ariz. 85010. *Any Drug Education Program That Talks Only About Drugs Is At Best—A Waste.* Taped slide show, two-screen presentation. Color. 45 min.

- An introduction to the issues presented accurately and creatively. Depicts a short history of drugs, discussions among young people, and conversations with parents and teachers. A doctor talks about drug abuse and use. The focus is on people problems.

Guidance Associates, 757 Third Ave., New York, N.Y. 10017. *1975-1976 Instructional Media Catalog for Human Growth and Development, K-12.*

Discovering Your Personality. $129.50.

- Three sound filmstrip programs for grades 5-9: *Who Are You?; Belonging to a Group;* and *Exploring Your Feelings.* With record or cassette.

Adolescent Conflicts. $219.50.

- Five sound filmstrip programs: *Dealing with Group Pressure; Dealing with Anger; Seeking Independence; Coping with Competition;* and *Coping with Jealousy.* Record or cassette format.

The Adolescent Experience. $259.50.

- Six sound filmstrip programs: *Shaping Identity; Interpersonal Relationships; Understanding Emotions; Setting Goals; Developing Values;* and *Forming Beliefs.* Record or cassette format.

Values. $48.50.

- Five filmstrips, with Lps or cassettes: *Values for Teenagers in the 1970's; Young, Single and Pregnant; I Never Looked at It That Way Before; Teenage Rebellion: Challenge to Authority;* and *You and the Law.*

For Inservice Training:

The Effective Teacher: Drug Education. Four filmstrips, Lps or cassettes, $79.50.

The Effective Teacher: Family Life and Sex Education. Three filmstrips, Lps or cassettes, $64.50.

Parent Community Orientation:

The Drug Threat: Your Community's Response. Two filmstrips, Lps or cassettes, $48.50.

Sex Education in America. Three filmstrips, Lps or cassettes, $64.50.

The Values and Social Reasoning Resource Center. $199.50 for complete package. Grades 2-5.

- Nine sound filmstrip programs, record or cassette format. Developed by Lawrence Kohlberg and Robert Selman, Harvard University Graduate School of Education.

First Things: Social Reasoning:

How Do You Know What Others Will Do? Two filmstrips, $26.

How Would You Feel? Two filmstrips, $26.

How Do You Know What's Fair? Two filmstrips, $26.

How Can You Work Things Out? Two filmstrips, $26.

First Things: Values:

The Trouble with Truth. Two filmstrips, $26.

That's No Fair! Two filmstrips, $26.

You Promised! Two filmstrips, $26.

But It Isn't Yours . . . Two filmstrips, $26.

What Do You Do About Rules? Two filmstrips, $26.

- Other relevant films in marriage and parenting, career development, health and sex education, and personal development. Discussion guides with each film or filmstrip.

Inservice Training:

A Strategy for Teaching Social Reasoning. Two filmstrips, Lps or cassettes, $22.50.

A Strategy for Teaching Values. Three filmstrips, Lps or cassettes, $22.50.

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. *Values in Action.* By Fannie and George Shaftel. 10 filmstrips, 4 Lps, and teacher's guide. For intermedidate grades. $99.

- Values education through role-playing, focusing on self, school, and friends.

The Human Development Institute, 166 East Superior St., Chicago, Ill. 60611. *Cassette Programs.* 1973.

Valuing: A Discussion Guide for Personal Decision Making. (See **Intra/Interpersonal.**)

Industrial Program for Alcoholism. Five cassettes in album. Don Lew, discussant. $34.95.

- Step-by-step plan for identifying and combating industrial and institutional alcoholism.

How to Use Encounter Groups. Carl Rogers, discussant. Complete program of 26 cassettes, $164.95.

- Series I. 10 cassettes, $64.95. Introduction to basic processes, how to be a facilitator, and what to expect in the way of results.

Series II. 10 cassettes, $65.95. Current research and successful techniques for training of facilitators, concluding with a two-part discussion of black/white encounter groups.

Series III. 6 cassettes, $38.95. The relevance of encounter techniques to drug problems, use of the encounter approach in schools, psychodrama, and family meeting/encounter groups.

Discovering Spiritual Values in Community. Stephen Friedlander, discussant. 10 2-hour sessions, with coordinator's manual. $300.

- The sessions build upon the elevated trust and opening of the human potential group to guide the group through an exploration of belief, faith, ritual, love, authority, ministry, and celebration present in its own midst.

Institute for Consciousness and Music. (See **Music and Movement.**)

Jacoby/Storm Publications, Westport, Conn. Available through Harper & Row, 10 East 53 St., New York, N.Y. 10017. *Concepts: Ideas That Shape Our Lives.* I. Citizenship. II. Self Esteem and Appreciating Human Accomplishment.

- Each box contains a teacher's manual, six filmstrips, and six cassettes or reel tapes. Concept I deals with corruption, competition, and control from the personal and societal viewpoints. Concept II deals with love, learning, and privacy. Interviews with prominent people about their views of the concepts, and bibliographies are included.

J.C. Penney Company, Inc., Educational & Consumer Relations, 1301 Avenue of the Americas, New York, N.Y. 10019.

- Materials for consumer education programs with an emphasis on whole-life planning and understanding the dynamics of decisionmaking and motivation.

———. *Forum.* Quarterly, $1.25 single copy.

- Back issues feature such subjects as values clarification, youth's involvement, family life and child development, and interpersonal relationships. Filmstrips and teaching units free on loan from local Penney stores.

Locust Productions, Inc., P.O. Box 9233, Madison, Wis. 53715. "Higher In Life."

- A slide and tape presentation on alternatives to drugs and alcohol, and poor free-time usage. 140 slides with an accompanying 33-minute cassette script, and a 17-minute "fantasy trip" for relaxation sessions. Some of the topic areas (exercise, meditation, yoga, water sports, etc.) stress newness to the individual, while other areas (religion, nature, the senses, sex) are for "return" trips, with a heightened appreciation for the experiences. The presentation was created by Frank Ladwig, Clinical Professor, School of Social Work, University of Wisconsin, and Ron Heitzinger, therapeutic recreation consultant, Madison, Wis.

McGraw-Hill, Webster Division, 1221 Sixth Ave., New York, N.Y. 10022. *Achievement Competence Training Kit.* $172, with materials for 25 students.

- Teachers guide, audiotape cassettes, filmstrips, games, posters, student journals, achievement worksheets, post-tests. Grades 5-7.

National Institute on Drug Abuse. *FIND (Families Involved in Nuture and Development).* Rockville, Md.: National Clearinghouse for Drug Abuse Information. In press.

- A discussion package with leader's guide, introductory cassette and booklets for parents. The FIND program actively involved parents in family strengthening, prevention-related discussions and activities. Useful for church and other community workshops in parenting education.

Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, N.Y. 10802. *The Grasshopper Man Stories.* $34.25 per set.

- Sets of four filmstrips with record and teacher's manual. Series 1 for grade 1; series 2 for grade 2.

Pennant Educational Materials, 4680 Alvarado Canyon Road, San Diego, Calif. 92120. *1975-76 Catalog.*

Schrank, Jeffrey. *Effective Communication.* Four tapes, $24.95.

- A cassette program with manual to improve interpersonal communication, listening, and response ability. High school and adult level.

Interpersonal Communication.

- Cassette program with manual to expand awareness and improve self-expression. Can be adapted outside the classroom. For junior and senior high school age.

Scholastic Book Service; Scholastic Early Childhood Center, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632.

Multimedia Early Childhood Programs. Bilingual, Spanish.

- Sharing with children fresh perceptions, understanding, experience.

Communication: Person to Person. Junior high. Multimedia package. Color/sound filmstrip, posters, anthologies, student logbooks, for 36 students, $89.

- The many ways to communicate and overcome communication problems.

Dare to Be Different. Multimedia package. Filmstrip, with Lp or cassette. Lp, $41.50; cassette, $46.50.

- Exploration of the pressures toward conformity suggesting criteria for drawing the line between constructive and destructive behaviors, and weighing social reactions.

Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611.

Focus on Self Development.

- The program includes a paperback handbook for counselors, guide, filmstrips, story records, two-sided photoboards, and pupil activity

books. Divided into three stages: Awareness (*Here I Am*); Responding (*The Me I Know*); and Involvement (*Being Me*).

Social Science Laboratory Unit. *The Teacher's Role in Social Science Investigation: Social Science Resource Book.*

- A program for teaching social science in the intermediate grades, includes project books and 5 Lp records. Each unit of study requires 4-6 weeks.

Theodore Roosevelt School, Burbank, Calif. 93433. Herbert Nelson, Principal. *Impact Plus Two.*

- A 25-minute slide show designed to be updated to reflect student inputs and critiques. Designed to inform rather than frighten students about drugs. The process of incorporating student feedback and the flexibility provided by a multiscreen presentation, using three slide projectors with synchronized sound, makes it possible to tailor the presentation to the particular needs and interests of students by merely unlocking a carousel slide tray and replacing slides as appropriate.

Television and Radio

Agency for Instructional Television. Box 1-A, Bloomington, Ind. 47401. *Self Incorporated.* Classroom television film series. Color. 15 min. 15 in series. For ages 11-13.

- To help young adolescents cope with their emotional and social demands, this series was designed to stimulate open discussion and private reflection on adolescent concerns: physical changes, peer group pressures, dating challenges, everyday hassles, cliques, the self against the system, failure and disappointment, privacy, achievement, sex role and ethnic identity, and ethical decisionmaking. Includes teacher's guide, workshop materials, and program evaluation.

Appalachia Educational Laboratories, Charleston, W.Va. Edward E. Gotts, Project Director. *Education for Effective Parenthood.*

- A pilot TV special based on the Exploring Childhood program developed by the Education Development Center. The program's aim is to assist new and prospective parents to become competent parents; the format is an entertaining educational experience similar to Sesame Street's, with some of the appeal of The Waltons. The production, under contract with U.S.O.E., is undergoing feasibility testing by audience reactions.

Chicago Public Television, WTTW, Channel 11, 5400 North St. Louis Ave., Chicago, Ill. 60625. *Look At Me!*

- A series of 18 half-hour TV programs for parents, produced by WTTW under a grant from the National Institute of Mental Health

to the PAR Leadership Training Foundation, is available nationwide to public television stations. Each program contains 10-12 brief filmed segments showing how parents can use everyday experiences to help their kids learn more as they grow. Content of each program deals with intellectual development (about 60 percent), and emotional development (about 40 percent) of children. PAR's founders, Carolyn Haas, Betty Weinberger, Ann Cole, and Elizabeth Heller, were the principal advisors to the series.

Clinch-Powell Educational Cooperative, P.O. Box 97, Harrogate, Tenn. 37752. *Captain Kangaroo Materials.*

- A free weekly newsletter suggests activities for teachers, paraprofessionals, and parents to do a week ahead of each *Captain Kangaroo* program to optimize children's involvement.

National Instructional Television Center, Box A., Bloomington, Ind. 47401. *Inside/Out.* A 30-part series of TV programs, each segment 15 minutes. Color. For broadcast into classrooms via public television. Release, September 1973.

- The series deals with children's emotions and attitudes and serves as a stimulus for discussion of values and morals. Each segment depicts contrasting points of view, but does not reach a resolution. With teacher guides. Principal consultant was Dr. Orvis A. Harrelson.

Plays, Puppets, Activity Books, Visuals

Harmin, Merrill. *Making Sense of Our Lives.* San Diego, Calif.: Pennant Educational Materials, 1975. Kits $10 each. Set of three $25.

- A multimedia program using values clarification and decisionmaking and communication skills. Kits are in three units, with materials for eight class sessions, posters, spirit masters, teacher's guide, and resource booklet.

  Unit 1 Kit. If I Had a Hundred Million; Feelings and Thoughts; Rank Order; The In-Crowd; Winners and Losers; School Reform; Pulling Up Roots; and Big and Little Talkers.

  Unit 2 Kit. Automania; Feelings Display; Taking an Emotional Risk; "Nag, Nag, Nag"; Cheating a Toll Machine; School's a Drag; "Only Following Orders"; Openness with Parents.

  Unit 3 Kit. "I'd Like To Be"; Hit 'em Again, Harder; On to College?; Progress or Perish?; Ms.; "I've Got Everything"; "I Value"; and Fantasy Letter.

———. *People Projects.* Reading, Mass.: Addison-Wesley Publishing Co.

- Kits of activity cards to supplement language arts and social studies in grades 4 through 8 are keyed to three maturity levels. Aimed at

stimulating both affective and cognitive growth, the kits involve students in exploring human values and feelings, engaging in problem-solving and creative thinking, and in planning and implementing action projects.

Kotowski, Joanne. *Say It With Puppets.* Pflaum Publishing, 8121 Hamilton Ave., Cincinnati, Ohio 45231, 1974. $18.95.

- A kit of 32 puppet outline forms, ready to be personalized by children ages 8-10. A teacher guide and scripts for six plays dealing with family relationships, recycling, thoughtfulness, death, drugs, and caring. The guide encourages children to make up their own plays.

Four new plays are now available from the author, Box 24, Suffield, Conn. 06078: *What About Me?* (Misuse of Alcohol); *I Have a Friend* (The child of an alcoholic parent); *Quicksilver's Box* (Smoking and health); and *The Boy Who Went Bong* (Nutrition).

National Institute of Mental Health, 5600 Fishers Lane, Rockville, Md. Rockville, Md.: National Clearinghouse for Drug Abuse Information.

Blake, Elizabeth. *"How Was the Trip?"* A Play Concerned with Drug Abuse. 1970. 31 pp.

- A complete production guide for a one-act play suitable for presentation by amateur drama groups, with suggestions for group discussions to increase community awareness and action. Written and produced for the National Institute of Mental Health by Plays for Living, a division of the Family Service Association of America.

"What Will Happen If . . ." a programed instruction course on drugs and their effects. 1972. 51 pp.

- A booklet prepared by Creative Studies Inc., for the National Institute of Mental Health, as part of the Social Seminar program. The self-teaching booklet can be used independently of the Seminar.

Steck-Vaughn Co., P.O. Box 2028, Austin, Tex. 78767. *Human Values Series.*

- The series consists of study prints with a teacher's manual and readers. Grade 1, *Myself;* grade 2, *Myself and Others;* grade 3, *Our Values;* grade 4, *Values to Learn;* grade 5, *Values to Share;* and grade 6, *Values to Live By.*

Music and Movement

American Alliance for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036. *Publications List, 1975/1976.*

Children's Dance. 1973. 96 pp.

- The classroom teacher does not have to be a dancer to use this book, which covers dance as an expression of feelings, folk and ethnic dance, dancing for boys, and creating dance.

Learning Through Movement. Selected references by Margie R. Hanson. (See **Bibliographies**, and **Films, Videocassettes.**)

Cherry, Clare. *Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians.* Belmont, Calif.: Fearon Publishers, 1971.

Institute for Consciousness and Music, 721 St. Johns Road, Baltimore, Md. 21210.

- A research, training, and educational group exploring the use of music to facilitate and develop nondrug induced altered states of consciousness. Information about ASC literature and music workshops. Professional tape programs for music listening in altered states of consciousness, available in reel-to-reel ($6) or cassette ($5). 30-40 min.

Positive Affect Program.

- Five classical musical selections with a transpersonal flavor, designed to encourage positive feelings and experiences. For individual or group ASC listening.

Beginners Group Experience.

- Six classical compositions facilitate a wide range of moods and dynamic changes. Individual or group.

Comforting/Anaclitic.

- Quiet and unobtrusive selections give rise to a variety of feelings; often listeners report a return to childhood experiences. Individual or group.

Affect Release.

- Special musical program designed to help therapists treating clients who need to uncover and express strong emotions, hostility, grief, fear, etc.

Cosmic/Astral.

- Recommended for individuals "at home" with ASC experience. The imagery this tape tends to elicit is transpersonal.

Games/Simulations

Au-Vid, P.O. Box 964, Garden Grove, Calif. 92642. *Tell It Like It Is: The Ungame.* $7.95.

- A game board designed to draw out participants' thoughts and feelings about a variety of subjects in order to enhance interaction and understanding. Separate decks of cards for adolescents and

adults, and for children. Small groups, three to six people, no time limit.

The Bobbs-Merrill Co. Inc., Education Division, 4300 West 62 St., Indianapolis, Ind. 46268. *Generation Gap.* $15.

- Simulates the relationship between parent and adolescent, focusing on five issues. Each pair of players consists of one parent, one teenager. Parents compete against parents, teens against teens. Winning players are those who develop the best strategies in their relationships with the other. Each game contains materials for six players, three teams. Can be adapted to classroom use.

Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, Md.

- Information and studies on games and simulations.

Corbin, Charles B. *Inexpensive Equipment for Games, Play and Physical Activity.* Dubuque, Iowa: William C. Brown, Co.

DeVries, David L., and Edwards, Keith J. *Student Teams and Instructional Games: Their Effects on Cross-Race and Cross-Sex Interaction.* Report No. 137. Baltimore, Md.: The Johns Hopkins University Center for Social Organization of Schools, September 1972.

Duke, Richard D. *Gaming: The Future's Language.* New York: John Wiley & Sons, 1974. 223 pp.

- A comprehensive book that provides both the theoretical basis and a practical guide to gaming and simulations. Includes a review of the alternative modes of communication in social interactions in a complex world.

Dynamic Design Industries, 1433 North Central Park, Anaheim, Calif. 92802.

The Cities Game. $7; *Society Today.* $8; *Blacks and Whites.* $7; and *Drug Attack.* $8.

- Games that reflect the changing conditions, trends, fads, and twists of fate and reveal the potentials for both individual rewards and collective disaster in society.

Edwards, Keith J. et al. *Games and Teams: A Winning Combination.* Report No. 135. Baltimore, Md.: The Johns Hopkins University Center for Social Organization of Schools, July, 1972.

Horn, Robert E., and Zuckerman, David W. *The Guide to Simulation Games for Education and Training.* Information Resources, Inc., P.O. Box 417, Lexington, Mass. 02173.

- Includes several simulations for community drug education and prevention.

Kidder, Steven J. *Simulation Games: Practical References, Potential Use: Selected Bibliography.* Report No. 112. Baltimore, Md.: The Johns Hopkins University Center for Social Organization of the Schools, August 1971.

Pennant Educational Materials, 4680 Alvarado Canyon Road, San Diego, Calif. 92120. *Catalog, 1975-1976.*

- Games, kits, curriculum units and instruments, books, audiovisuals, and simulations for humanistic and affective learning. Annotated.

Equality. $12.

- A simulation of the struggle for racial equality in a typical American city, concerned with finding ways for people of differing ethnic backgrounds to live comfortably with one another. Students learn particularly about the history of black Americans. Grades 4-6.

Mahopa. $12.

- A simulation of the history and culture of the North American Indian. Mahopa is a Sioux word for the mysterious life spirit Indians sensed everywhere. Intended to give students a better understanding of the Native American culture and values. Grades 4-6.

Sunshine. $12.

- A simulation of current racial problems in a typical American city of 50,000, in which students are "reborn" as black or white citizens at the beginning of the simulation. Although the simulation teaches facts and concepts about history, its main function is to encourage students to use the facts and concepts to help resolve one of the most crucial domestic issues of our time. Junior and senior high school.

Ungame: "Tell It Like It Is."

- A no-win/no-lose game designed to promote openness by revealing positive and negative attitudes and the reasons behind them. Two to six players, about 1 hour.

My Cup Runneth Over. $8.50.

- A values game utilizing the concepts developed by Rucker et al. in the Coronado Drug Education Program. Two to four players or teams. Players learn to communicate their values and interpret the values communicated by others. Grades 6 and up. 15-30 min.

Helping Hands. $8.50.

- Players help move one another around the board. Game provides teacher with an opportunity to discuss values in the class while showing the importance of sharing. Two to six players. K-3.

Schmuck, Richard A., and Miles, Matthew. *Organization Development in Schools.* Palo Alto, Calif.: National Press Books. 264 pp. $8.95.

- Strategies for planned change with applications for schools.

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———. *Five Square Puzzle.*

- A nonverbal game in which participants must put together five squares from odd shapes without talking or signaling: only giving is allowed. Helps to gain insights into a group's ability to cooperate.

———. *Planners and Operators.*

- Simulates the problems that occur when one team plans something for another team to carry out. Illuminates the problem of using a formal hierarchy and the difficulty of communication in group problem-solving. Games were devised to be used in conjunction with the OD handbook.

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632. *Scholastic Dimension: Multi-media Learning Units.*

- Seven sets of materials, each containing a filmstrip, cassette, set of newspapers, each dealing with a specific topic. The 7th set is the *Melodyme* game, designed to promote creative development and self-expression.

Simile II, Western Behavioral Sciences Institute, P.O. Box 1023, La Jolla, Calif. 92037. *Powderhorn.* $7.50

- Useful game for raising questions about the distribution and uses of power in our society and its institutions. A commercial version of the simulation *Star Power.* Participants have a chance to progress from one level of society to another by acquiring wealth (chips). Requires a minimum of 18 players, 30 is optimum. Requires 1½ to 2½ hours including postgame discussion.

Wff'n Proof, P.O. Box 71, New Haven, Conn. 06501. *Propaganda.* $5.

- Introduces players (two to four) to some of the techniques used to distort the thinking process and helps them to become more aware of emotional overtones that occur in most arguments.

INFORMATION SOURCES

Drugs and Drug Abuse

Addiction Research Foundation, 33 Russell St., Toronto, Canada M5S 5S1.

- Publications, journals, newsletters, films, and other AV materials. The Audiovisual Group provides film ratings and publishes *Projections*, a monthly review of films and AV materials.

Alcohol and Drug Education Service, 107 Christie Building, 249½ Notre Dame Ave., Winnipeg, Manitoba, Canada R3B 1N8.

- Lending library and extensive bibliographies on alcohol and drugs.

The Alcohol and Drug Problems Association of North America, (ADPA), Suite 204, 1101 15th St., N.W., Washington, D.C. 20005.

Biosciences Information Service of Biological Abstracts, 2100 Arch St., Philadelphia, Pa. 19103.

- Publishes *Addiction: Bioresearch Today*, monthly, $22 year.

Do It Now Foundation, National Media Center, and the Institute for Chemical Survival, P.O. Box 5115, Phoenix, Ariz. 85010.

Drug Abuse: A Realistic Primer for Parents.

Chemical Use/Abuse and the Female Reproductive System, by Nancy Gray.

Drugs: A Primer for Young People.

Weird, Organic and Hard-to-Find Drugs, by Joe E. Axton and Mark Sharfman.

Hepatitis & Other Facts for Needle Freaks.

- Publications and media providing lively and accurate information about drugs and effects, especially geared to young people and parents. Free list of other material is available.

Drug Abuse Council, Inc., 1828 L St., N.W., Washington, D.C. 20036.

- Publications and research on illegal drugs. Especially concerned with social causes and public policy issues. Library, and lists of updated publications.

Drug Abuse Epidemiology Data Center, Institute for Behavioral Research, Texas Christian University, Fort Worth, Tex.

- The data center is an archive and retrieval system of federally supported studies on drug abuse. Acquisition is limited to items appearing since 1960 with a few exceptions for those of historical sig-

nificance. The studies are published in English, aimed at populations in the U.S.A., England, Canada, Puerto Rico, and Mexico. Does not include tobacco, caffeine, and alcohol. The system is available to qualified scientists for secondary analyses. A wide range of baseline data is available for impact assessment of prevention programs.

Drug Enforcement Administration, 1405 I St., N.W., Washington, D.C. 20537.

- Information on trends in drug use and on new drugs.

Duquesne University, School of Pharmacy, Pittsburgh, Pa. 15219.

- Publishes *The Toxicology Newsletter*, bimonthly, free.

National Association for the Prevention of Addiction to Narcotics (NAPAN), 175 Fifth Ave., New York, N.Y. 10010.

- Publications and research.

National Audiovisual Center, National Archives and Records Service, General Services Administration, Washington, D.C. 20409.

- Films for rental or purchase. Request current list of Audiovisual Materials, Drug Abuse and Narcotics. Includes legal drugs, smoking, etc.

National Clearinghouse for Alcohol Information, Box 2345, Rockville, Md. 20852.

- An information service of the National Institute on Alcohol Abuse and Alcoholism covering prevention, treatment, and research. Publications include pamphlets, directories, bibliographies, posters, guides to audiovisual materials, and public service television and radio announcements. For a catalog of publications, subscription services, and materials, write to the Clearinghouse at above address.

The NIAAA Information and Feature Service.

- Reports on trends, opinions, and programs across the nation. Designed for easy reproduction in special or local media.

Alcohol Health and Research World.

- Quarterly magazine features surveys of programs, book reviews, and interviews.

Current Awareness Services.

- Monthly abstract service of current articles in over 100 topics in 15 broad subject areas. The subscriber selects the topics in advance, allowing for an individualized interest service.

National Clearinghouse for Drug Abuse Information, P.O. Box 1635, Rockville, Md. 20850.

Drug Abuse Current Awareness System. (DACAS)

- DACAS is a comprehensive biweekly listing of citations of recent drug abuse literature. Titles are derived from trade and textbook publishers, scientific and technical journals, popular magazines, underground newspapers, professional journals, and Government reports. Citations are indexed into 21 major subject areas, and listed alphabetically by author.

NCDAI Pretest Service.

- This service evaluates drug abuse materials, free, for technical accuracy, effectiveness of presentation, audience targeting, relationship to existing materials, and negative indications. Types of materials evaluated: publications, films and audiovisuals, posters, electronic media, and presentations.

Drug Abuse Communications Network. (DRACON)

- The Network consists of members of State and county government programs, universities, regional resource and training centers, and libraries that assist the Clearinghouse in meeting information needs of specific communities. Services provided by DRACON: information on drug abuse programs; support for drug abuse research efforts; supplying publications for dissemination; resources for State planning; access to computerized information systems; support for prevention and education programs; technical assistance in information center operations; and facilitation of interstate communications.

The following is a list of DRACON members:

Addiction Services Agency, Research and Development Department, 65-71 Worth St., New York, N.Y. 10013. (212)433-5525.

Army Medical Research and Development Command, HQDA (SGRD-IDU), 10th and Independence Ave., Washington, D.C. 20314. (202)693-7802.

Arizona Department of Health Services, Drug Abuse Division, 2500 East Van Buren, Phoenix, Ariz. 85007. (602)244-1331.

Capitol Region Drug Information Center, 179 Allyn St., Hartford, Conn. 06103. (203)547-1300.

Central Regional Resource Center, 105 West Madison, Suite 2100, Chicago, Ill. 60602. (312)782-3034.

CHOICE, Governor's Council on Drug and Alcohol Abuse, P.O. Box 2773, Harrisburg, Pa. 17105. (717)787-9761.

Civil-Military Commission on Alcoholism and Drug Abuse, Fayetteville-Cumberland County, P.O. Box 3984, Fayetteville, N.C. 28305. (919)483-8131.

Conemaugh Valley Council on Alcohol and Drugs, Inc., Youth Concerns Program, 213 S. Center St., Ebensburg, Pa. 15931. (814)472-5710.

Department of Addiction Services, Research Institute and Library, P.O. Box D-Y, Rio Piedras Station, Rio Piedras, Puerto Rico 00928. (809)763-8882.

Downstate Medical Center, Research Library, Box 14, 450 Clarkson Ave., Brooklyn, N.Y. 11203. (212)270-1041.

Drug Abuse Training Program, University of Miami, P.O. Box 8002, Coral Gables, Fla. 33124. (305)284-4535.

Drug Control Division, Drug Enforcement Administration, 1405 I St., N.W., Room 225, Washington, D.C. 20537. (202)382-4921.

Drug Information Center, University of Oregon, 1678 Columbia, Eugene, Oreg. 97403. (503)686-5411.

Eastern Regional Resource Center, 1901 N. Moore St., Arlington, Va. 22209. (703)524-4400.

Georgia Division of Mental Health and Retardation, 618 Ponce de Leon Ave., N.E., Atlanta, Ga. 30308. (404)894-4793.

Iowa Drug Abuse Information Center, Cedar Rapids Public Library, 428 3rd Ave., S.E., Cedar Rapids, Iowa 52401. (319)398-1523.

Kansas Drug Abuse Commission Clearinghouse, 2014 North Topeka, Topeka, Kans. 66603. (913)296-3925.

Marion County Alcohol and Drug Abuse Program, P.O. Box 1011, Marion, S.C. 29571. (803)423-5610.

National Drug Education Center, Human Resources Development Center, 1734 Halley Ave., Norman, Okla. 73069. (405)325-7211.

National Library of Medicine, Room C6B, 8600 Rockville Pike, Bethesda, Md. 20014. (301)496-6308.

National Training Center on Drug Abuse, Region V, 624 S. Michigan, 8th Floor, Chicago, Ill. 60605. (312)431-0106.

New Jersey Drug Abuse Information Clearinghouse, Alcohol, Narcotics, and Drug Abuse Training and Education Center, Route 1 and Emmon's Drive, Princeton, N.J. 08540. (609)292-0726.

New York State Drug Abuse Control Commission Training Institute, 95 Madison Ave., New York, N.Y. 10016. (212)679-3733.

Non-Medical Use of Drugs Directorate, 9th Floor, 365 Laurier West, Ottawa, Ontario, Canada K1A IB6. (613)996-7535, or FTS (315)473-3350.

St. Louis County Office of Drug Abuse Prevention, 555 South Brentwood, Clayton, Mo. 63105. (314)889-2881.

South Carolina Commission on Alcohol and Drug Abuse, Division of Education, 3700 Forest Drive, Columbia, S.C. 29240. (803)758-3866.

South Dakota Department of Health, Division of Drugs and Substance Control, State Capitol, Pierre, S.D. 57501. (605)224-3123.

Suffolk County Drug Control Authority, Dennison Executive Office Building, Veterans Memorial Highway, Hauppauge, N.Y. 11787. (516)979-2515.

Texas State Program on Drug Abuse, 510 Barton Springs Road, Austin, Tex. 78704 (512)475-5566.

USAF School of Applied Aerospace Sciences, Department of Social Actions Training, TSL-R, Lackland A.F.B., Tex. 78236. (512)671-3505.

Washington State Library, Drug Information Program, State Library Building, Olympia, Wash. 98504. (206)753-3228.

Western Regional Resource Center, 16 Willow St., San Rafael, Calif. 94901. (415)457-7390.

Wisconsin Substance Abuse Clearinghouse, 420 North Lake St., Madison, Wis. 53706. (608)262-2797.

National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, Md. 20852.

- Publications on smoking and health.

National Coordinating Council on Drug Education, 1526 18th St., N.W., Washington, D.C. 20036. (See **Prevention.**)

The National Council on Drug Abuse, 8 South Michigan Ave., Suite 310, Chicago, Ill. 60603.

- Publishes the *National Council on Drug Abuse Newsletter*, monthly, $48 a year.

National Drug Abuse Materials Distribution Center, P.O. Box 398, McLean, Va. 22101.

- The Center is operated in conjunction with the National Drug Abuse Center by System Development Corporation. Complete catalog of available materials is in production and will be mailed to all subscribers to *Training the Human Resources Bulletin.* (See **Periodicals.**)

National Exchange of Hotlines, 311 South Cedar Ave., Minneapolis, Minn. 55404.

- Monthly newsletter, $6 a year.

National Free Clinic Council, 1304 Haight St., San Francisco, Calif. 94117.

- Occasional newsletter, free.

Pacific Information Service on Street Drugs, School of Pharmacy, University of the Pacific, Stockton, Calif. 95204.

Smoking Research, 440 Upas St., San Diego, Calif. 92103.

Social Research Group, School of Public Health, University of California, 1912 Bonita Ave., Berkeley, Calif. 94704.

- Occasional newsletter, *Drinking and Drug Practices Surveyor*, $5 year.

Special Action Office for Drug Abuse Prevention. *Questions and Answers about Drug Abuse.* Rockville, Md.: National Clearinghouse for Drug Abuse Information. Revised 1975. 50 pp.

- Designed to provide current information responding to the most frequently asked questions about the drug problem. Includes a Drug IQ Test, and "The Reach Quiz," designed by the Boy Scouts of America for keeping communication channels clear between parent and child.

State Drug Authorities and Program Contacts. (See Appendix: **State Drug Authorities and Program Contacts.**)

State Drug Education Coordinators. (See Appendix: **State Drug Education Coordinators.**)

The Student Association for the Study of Hallucinogens, Inc., 118 South Bedford Street, Madison, Wisconsin 53703

- *Grassroots.* a "total" drug information service which issues monthly supplements under 26 categories of drug information. Sustaining membership of $150 a year brings monthly supplements to the package, *SPEED: The Current Index to the Drug Abuse Literature;* the quarterly, *Journal of Psychedelic Drugs;* a newsletter, *STASH Capsules;* and *The National Drug Reporter*, newsletter of the National Coordinating Council on Drug Education. The information service is a joint project of STASH and the National Coordinating Council on Drug Education. Information is culled from such disparate sources as the underground press, professional journals, and symposia proceedings to assist readers in getting at the roots of the drug problem. (See **Prevention.**)

  A book, *Our Chemical Culture*, is geared primarily for high school readers. Contains information on numerous categories of drugs, the history of use and abuse, physical and psychological effects, potentials for dependence, and available treatments for dependency for each category.

Prevention

Action for Children's Television, 46 Austin St., Newtonville, Mass. 02160.

- A consumer-oriented group that seeks to upgrade program content and reduce commercialism in television. Newsletter, ACT, details activities in the field of children and media; special studies of impact of

TV on children: a paperback book, *Action for Children's Television;* and a 16-mm film, *"But First This Message"* (15 minutes, color), are among materials available through ACT.

Adirondack Mountain Humanistic Education Center, Upper Jay, N.Y. 12987.

- Materials and workshops, especially concerned with values clarification.

AFL-CIO Department of Community Services, 815 16th St., Washington, D.C. 20006.

- Information and pamphlets about labor's concern and role in the prevention of alcoholism and drug abuse.

Agency for Instructional Television, Box 1-A, Bloomington, Ind.

- A consortium of American-Canadian organizations established in 1973 to strengthen education through TV and other technologies.

Alcohol, Drug Abuse, and Mental Health Administration, Office of Public Affairs, 5600 Fishers Lane, Rockville, Md. 20852. *ComNet, the ADAMHA Communications Network.*

- A linkage of ideas, materials, techniques, and resources for communicators in the alcohol, drug abuse, and mental health fields. Practical, short guides for getting the message read and heard.

American Alliance for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20036.

- Professional organization for workers in the health and recreation fields. Wide range of information and publications.

American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036.

- Materials of interest to homemakers, including a *Child Care Handbook*, 1975.

American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

- Professional organization for counselors and guidance personnel. Information and publications for those involved in the helping professions.

Argus Communications, 7440 Natchez Ave., Niles, Ill.

- Publishers of materials stressing humanistic education and moral development. Catalog, *Warm World*, issued annually.

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016.

- Publications for those concerned with children from infancy through early adolescence.

Testing and Evaluation: New Views. 1975. 64 pp.

- Confronts questions of why traditional evaluation procedures are inadequate and what tests do and don't do. Outlines new frame of reference for evaluation.

Spanish Translations/Journal Articles. 1973. 41 pp.

ACEI Yearbook. 1975.

Association for Humanistic Psychology, 416 Hoffman, San Francisco, Calif. 94114.

- Membership includes discounts on conferences, notes of annual meetings, roster of members, the *AHP Newsletter*, and subscription to the *Journal of Humanistic Psychology*. The Journal is published in the spring and fall. $6.50 a year.

Association of Science-Technology Centers, 2100 Pennsylvania Ave., N.W., Washington, D.C.

- A clearinghouse of information about the kinds of "exploratorium"-type museums that make learning about science a joyous experience for an enthusiastic public of old and young. Information on methods, goals, and arrangements for traveling exhibits.

Child Study Association of America, 9 East 89th St., New York, N.Y. 10028.

- A pioneer in parent education, the Association also has developed training programs and materials in drug education for teachers and others in the community. Booklet, *You, Your Child and Drugs*, 1971. Free Catalog of Publications lists materials developed by the Association.

Consumer Information Public Documents Distribution Center, Pueblo, Colo. 81009.

- Pamphlets and information of interest to economy/ecology-minded citizens. Many titles are in Spanish, including booklets for parents.

Contemporary Design, P.O. Box 262, Campbell, Calif. 95008.

- A mail-order house and store (3114 Impala Drive, San Jose, Calif. 95117) stocking new and popular items in values clarification, TA, evaluation instruments and manual, human relations training materials, games, story classics, multimedia, and multiethnic materials. Write for resource lists.

Council of Better Business Bureaus, National Advertising Divison, 845 Third Ave., New York, N.Y. 10022.

- Emilie Griffin is Director of Children's Advertising Review, which is a new special unit created to review complaints about children's commercials.

Day Care and Child Development Council of America, 1012 14th St., N.W., Suite 1104, Washington, D.C. 20005.

- Child advocacy and related materials.

Education Ventures, Inc., 209 Court St., Middletown, Conn. 06457.

- Information and materials for use with achievement motivation curricula.

Educational Film Library Association, 17 W. 60 St., New York, N.Y. 10023.

- Membership provides: access to information about film selection and evaluation, programming, workshops, and film festivals; magazine, *Sightlines*, 5 times a year; sets of film evaluation cards 10 times a year; and access to reference library.

Educational Products Information Exchange Institute (EPIE), 463 West St., New York, N.Y. 10014.

- An information exchange that gathers information from teachers, students, media specialists, State departments of education, publishers, producers, and from its own laboratory testing of instructional hardware and educational materials. Information is distilled into indepth reports to provide educational consumers with information and evaluative services that enable them to select educational products which best meet the needs of learners. Annual membership, $50, includes subscription to *EPIE Report* (6 issues) and newsletter *EPIEgram* (18 issues).

Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. *Developmental Curriculum Materials.* Catalog available.

Educational Resources Information Center (Central ERIC), National Institute of Education, Washington, D.C. 20208.

ERIC, A Profile.

- A brief description of ERIC's services is provided in this brochure. The ERIC system is a network of clearinghouses providing ready access to educational literature. In addition to Central ERIC, several facilities provide central services to the decentralized, specialized clearinghouses:

ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, Md. 20014. (301)656-9723.

ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. (703)841-1212.

Macmillan Information, 866 Third Ave., New York, N.Y. 10022. (212)935-3274.

Resources in Education (RIE). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. Monthly. $42.70.

- The principal publication in the ERIC network is this monthly abstract journal indexed for identification and acquisition according to the ERIC Thesaurus, with about 200-word abstracts per document. The entries are primarily unpublished, or limited distribution documents, i.e., technical and research reports, speeches, papers, program descriptions, teacher guides, statistical compilations, curriculum materials, and other "fugitive" types of literature.

Current Index to Journals in Education (CIJE).

- A companion to *Resources in Education*, provides detailed indexing for articles in over 700 educational journals. Monthly, $50, and with two semiannual cumulations, $90.

Thesaurus of ERIC Descriptors.

- The Thesaurus is the major source of subject headings used for indexing and for retrieval of documents and journals in the ERIC collection. It is a useful tool for teachers, students of education, and information specialists. The descriptors reflect the definitive language of education.

Governor's Council on Drug and Alcohol Abuse, Harrisburg, Pa. 17110.

Addictions Prevention Laboratory. Swisher, John D.

Overview, in *Pennsylvania's Systematic Approach to Drug Abuse Prevention.*

Branca, Melanie Costa; D'Augelli, Judith Frankel; and Evans, Karen Loges. *Development of a Decision-Making Skills Education Program:* Study I. 1974.

D'Augelli, Judith Frankel, and Weener, Joan M. *Development of a Parent Education Program as a Drug Abuse Prevention Strategy.*

Swisher, John D., and Walls, Barbara. *A Goal Oriented Index of Affective Education Materials.* 1975.

———, and Myer, Donna Foster. *Progress Report: Teacher Resource Instructional Packet System in Drug Education.*

Learning Resources Corporation, 2817 N. Dorr Ave., Fairfax, Va. 22030.

- Books, exercises, and other learning materials in the applied behavioral sciences.

Mental Health Materials Center, 419 Park Ave. South, New York, N.Y. 10016.

Human Services Education Resource System.

- Membership in HSEKS ($150 a year for communities with populations of 500,000 or less, up to $500 for agencies serving communities with populations of over 1,000,000) provides current information to agencies responsible for community education, prevention, mental health, health education, alcoholism, drug abuse, child development, and sex education. Consultation and research, and a wide range of materials are available with membership, including:

  Selective Guide to Materials for Mental Health and Family Life Education. 1976. 900 pp.

- Comprehensive annotations of over 500 recommended materials. (See **Guides, Catalogs, Filmographies.**)

  Bimonthly issues of: "In-Depth Reports," "Sneak Previews," "News, Notes & Ideas," and packets containing specimen copies of innovative publications. Advance information and priority applications for seminars and workshops scheduled by the Mental Health Materials Center, with option for reduced tuition fees. Introductory 4-month subscriptions are offered.

Multicultural Drug Abuse Prevention Resource Center, 8443 S. Crenshaw Blvd., Inglewood, Calif. 90305. (213)971-4551. William Harvey, Board Chairman.

- A national program designed to screen and produce culturally significant prevention materials for ethnic groups. The minority groups now presented in MCRC are: Asian-Americans, blacks, Puerto Ricans, Native Americans, and Mexican-Americans. Major activities during the first year of the Center's operation were the identification, classification, and evaluation of existing materials pertinent to the needs of the respective groups and development of a communication and distribution network to promote minority involvement production, pretesting, and distribution of materials.

National Association of State Drug Abuse Program Coordinators, Suite 900, 1612 K St., N.W., Washington, D.C. 20006. (202)659-7632. (See **Periodicals.**)

National Audiovisual Center, National Archives and Records Service (GSA), Washington, D.C. 20409.

- Source for films and film information. Catalog and special listings for drug abuse and narcotics.

National Audubon Society, Nature Center Planning Division, 950 Third Ave., New York, N.Y. 10022. *Directory of Nature Centers and Related Environmental Education Facilities.* 1975.

- Lists 550 public and private nature centers in the United States and Canada.

National Center for Youth Outreach Workers, 826 South Wabash, Chicago, Ill. 60605.

- Information and training courses for a new breed of social workers.

National Clearinghouse for Mental Health Information, 11400 Rockville Pike, Room 505, Rockville, Md. 20852.

- Clearinghouse for mental health publications with a computerized search service.

National Commission on Resources for Youth, 36 West 44th St., New York, N.Y. 10036.

- Distributes information on innovative youth participation programs via print and audiovisual media. Descriptions of more than 700 youth participation programs are available upon specific request.

National Congress of Parents and Teachers, 700 North Rush St., Chicago, Ill. 60611.

- Pamphlets on alcohol and drugs.

National Coordinating Council on Drug Education, 1526 18th St., N.W., Washington, D.C. 20036.

- A private nonprofit drug education consortium of 130 national professional, law enforcement, government, youth, and service organizations and corporations making a coordinated effort to find rational approaches to drug abuse prevention.

National Council on Crime and Delinquency, Continental Plaza, 411 Hackensack Ave., Hackensack, N.J. 07601.

- Works toward improvement of the criminal justice system and law enforcement, juvenile and criminal courts, and correction institutions. Seeks to stimulate community programs for the prevention and treatment of delinquency and crime.

National Council on Crime and Delinquency Research Center, 609 Second Ave., Davis, Calif. 94549.

- The research and development component of NCCD.

National Council of Organizations for Children and Youth, 1910 K St., N.W., Washington, D.C. 20006.

- Coordinating and advocacy coalition of some 150 private and voluntary organizations concerned with the health, education, and well-being of children.

National Drug Abuse Center for Training and Resource Development, 1901 North Moore St., Arlington, Va. 22209.

- Publishes a bimonthly bulletin, *Training the Human Resources*, for the National Institute on Drug Abuse, Division of Resource Development, Manpower and Training Branch. Other materials include the National Training System Course Calendar, with details about training centers, State programs, and training grants.

National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. Resource Center on Sex Roles in Education, an affiliate of NEA's National Foundation for the Improvement of Education.

Resource Center on Sex Roles in Education, Martha Matthews.

Center for Study of Instruction, Cole Sand or Bob McClure.

National Information Center for Educational Media, (NICEM), University of Southern California, University Park, Los Angeles, Calif. 90007.

- Information about educational media and availability. Updated information about producers and distributors.

National Information Center on Volunteerism, P.O. Box 4179, Boulder, Colo. 80302. (303)447-0492.

- Maintains an extensive Problem-solving Information Retrieval Library (PIRL) which provides reference and literature searches, onsite visitation for library use with consultation assistance, referrals, and copying. Information is categorized by topics such as: planning and starting a program; job development; recruiting and involving volunteers; staff training; recordkeeping; program evaluation; public relations and funding; and motivating volunteers.

The National Self-Help Resource Center, 1800 Wisconsin Ave., N.W., Washington, D.C. 20007.

- Newsletter and workshops. Newsletter includes a column, "The Resource Review." Invites readers to submit ideas and information.

National Training and Information Center (NTIC), 121 West Superior St., Chicago, Ill. 60610.

- A foundation-funded not-for-profit videotape production company that provides data and tactical advice for groups organizing around community issues. Main expertise is in housing, crime, and courts.

National Youth Alternatives Project, 1830 Connecticut Ave., N.W., Washington, D.C. 20009.

- A nonprofit organization advocating the rights and needs of youth. The NYAP Library has descriptions of more than 500 alternative youth projects. Welcomes information about new programs. Publications include newsletter and occasional publications useful to youth participation projects.

Pacific Institute for Research and Evaluation, 39 Quail Court, Suite 201, Walnut Creek, Calif. 94596.

- A nonprofit organization specializing in research and evaluation, drug abuse prevention, and educational reform.

Parenting Materials Information Center, Early Childhood Program, Southwest Educational Development Laboratory, 211 East 70th St., Austin, Tex.

Prevention Materials Institute, P.O. Box 152, Lafayette, Calif. 94549. (415)938-7970.

- Distributes materials developed by the Pacific Institute for Research and Evaluation and implements workshops and seminars for educational change.

Public Affairs Pamphlets, 381 Park Ave. South, New York, N.Y. 10016.

Drugs—Use, Misuse, Abuse: Guidance for Families; Preparing Tomorrow's Parents; The New Alcoholics: Teenagers; and *Motivation and Your Child.*

- Timely, informative pamphlets dealing with subjects related to family life, social problems, race relations, health, and science. Subscriptions to the pamphlet service are $4.50 for 15 issues. Single pamphlets are $.35 each, quantity rates available for classroom, staff training, and public information programs.

Pyramid, 39 Quail Court, Suite 201, Walnut Creek, Calif. 94596. Outside California, toll free: (800)227-0438; within California: (415)939-6666.

- Pyramid, a project of the Pacific Institute for Research and Evaluation, is supported by the Prevention Branch, Division of Resource Development, National Institute on Drug Abuse. The project is a resource sharing network for primary drug abuse prevention. Pyramid's staff and nationwide pool of resource consultants provide support services in such areas as innovative strategies, community relations, management, resource development, research, media techniques, and planning of training and evaluation. Services are available to local, State, and Federal prevention programs.

Southern Resource Center, P.O. Box 5593, Dallas, Tex. 75222.

- Information and workshops on fundraising. Published *The Guide to Texas Foundations*, 104 pp. The general orientation is assistance to community organizations without professional fundraising expertise.

U.S. Office of Education, 400 Maryland Ave., S.W., Washington D.C. 20202. Helen Nowlis, Director, *Alcohol and Drug Education Program.*

- Training and technical assistance for local teams to assess their community drug problems and resources and to develop and validate new strategies for prevention. The Regional Drug Training and Resource Centers are:

  Adelphi National Training Institute, Gerald Edwards, Director, P.O. Box 403, Sayville, N.Y. 11782. (516)589-7022.

  USOE Drug Training and Resource Center, Beth Malray, Director, 16400 N.W. 32nd Ave., Miami, Fla. 33054. (305)621-4441.

  USOE Drug Training and Resource Center, Mickey Finn, Director, Lasalle Hotel, 10 N. LaSalle St., Chicago, Ill. 60602. (312)726-2485.

  USOE Drug Training and Resource Center, Jim Kazen, Director, Trinity University, 715 Stadium Drive, San Antonio, Tex. 78284. (512)736-7421.

  USOE Drug Training and Resource Center, Bryce Brooks, Director, Box 9997, Mills College Station, Oakland, Calif. 94613. (415)632-3350.

  (See **Teacher/Student Training**, and **Building Prevention Programs.**)

Vocations for Social Change, 5991 Canning St., Oakland, Calif. 94609.

- Serves as a clearinghouse for radical change projects in this country with a focus on building alternative institutions. Magazine, *Workforce*, $10 a year.

World Future Society, 4916 St. Elmo Ave., (Bethesda), Washington, D.C. 20014.

- An association for the study of alternative futures. Membership is $12 a year. Bimonthly journal, *The Futurist*, and reduced price on books ordered through the Book Service. Annotated catalog of resources: books, magazines, films and tapes, games, and learning materials. Bimonthly newsletters: *Education Tomorrow; Life-Styles Tomorrow; Human Values Tomorrow;* and *Communications Tomorrow*, $6 a year to members.

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EVALUATION

Doing Evaluation

Abrams, L. Annette; Garfield, Emily F.; and Swisher, John D., eds. *Accountability in Drug Education: A Model for Evaluation.* Washington, D.C.: Drug Abuse Council, 1973. 168 pp.

- First in a series of handbooks providing practical methodological guidance for drug program planners and administrators. The manual gives step-by-step explanations of the processes involved in planning and assessing program effectiveness, keyed to the reader's level of involvement.

Blanton, Judith, and Alley, Sam. *Program Development: A Manual for Organizational Self-Study.* Western Regional Resources Center, 16 Willow St., San Rafael, Calif. 94901.

Bloom, B. The evaluation of primary prevention programs. In: *Comprehensive Mental Health: The Challenge of Evaluation*, Roberts, Leigh M., et al., eds. Madison: University of Wisconsin Press, 1968.

- Good suggestions for evaluating; includes caveats and pitfalls.

Bloom, Benjamin S.; Krathwohl, David R.; and Masia, Bertram B. *Taxonomy of Education Objectives: The Classification of Educational Goals. Handbook II: Affective Domain.* New York: David McKay Co., 1964.

- This handbook was the original overview of affective learning programs. Part I describes the nature of the affective domain and the classification structure the authors prepared for measuring behavioral goals in the affective area. Part II details the classification structure and describes the evaluation of objectives at each level of the structure.

Campbell, Donald, and Stanley, Julian. *Experimental and Quasi-Experimental Designs for Research.* Chicago: Rand McNally, 1963.

- A pioneering work and basic text for evaluators and researchers.

Cohen, Allan Y. *Alternatives to Drugs: Steps Toward Prevention.* (See **Alternatives.**)

- Pp. 28-34 are concerned with evaluation and research. Practical criteria for evaluation of alternatives and other helpful hints.

D'Augelli, Judith Frankel. *Looking for a Rainbow: The Evaluation Process Model.* Workshop paper. Pennsylvania State University, 1001 University Drive, State College, Pa. 16801, 1976.

Evaluation, A Forum for Human Service Decision-Makers. Program Evaluation Project, Minneapolis Medical Research Foundation, Inc., 501 Park Ave. South, Minneapolis, Minn. 55415.

- A quarterly supported by the National Institute of Mental Health to serve as an information exchange and forum for persons involved in evaluating. Its orientation is toward theoreticians and researchers as well as to practitioners, administrators, managers, consumers, and the informed public.

Flanagan, John. Evaluation and validation of research data in primary prevention. *American Journal of Orthopsychiatry,* 41(1):117-123, 1971.

- Outlines five requirements for valid prevention research: random or representative sample, statement of treatment and anticipated effect, criteria for objective of reduced incidence rates, easily understood statistical techniques, and an interpretation which states practical significance of findings.

Girls Clubs of America, 133 East 62nd St., New York, N.Y. 10021. *Design for Growth: A Process for Club Self-Evaluation.* 1976.

Harnett, Carolyn. Drug program evaluation—a primer. *Grassroots Supplement,* STASH Press, 1974, pp. 1-7.

- An outline of methods of evaluation. Covers the reasons for, when, how, and who should evaluate.

House, Ernest R. *School Evaluation, The Politics and Process.* Berkeley, Calif.: McCutchan Publishing Corp., 1973.

- Deals with the political realities of innovation and emphasizes the theme of reaching agreement on goals and objectives as the *sine qua non* of evaluation.

Levine, Adeline, and Levine, Murray. "Evaluation Research in Mental Health: Some Lessons from History." Paper presented at the National Conference on Evaluation in Alcohol, Drug Abuse and Mental Health Programs, Apr. 1-4, 1974, Washington, D.C.

Nanry, Charles. Program evaluation: The use of content analysis. *Drug Forum,* 3(3):233-238, Spring 1974.

National Institute of Mental Health, 5600 Fishers Lane, Rockville, Md. 20852. *Guidelines for Evaluation of Continuing Education Programs in Mental Health.* Rockville, Md.: National Clearinghouse for Mental Health Information.

National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, Md. 20852. *Prevention Plan Evaluation for Single State Agencies,* Final Report, Sept. 1974.

• Strategy and policy recommendations for evaluation of State programs, prepared by the National Association of State Drug Abuse Program Coordinators. Includes summaries of 11 selected State plans.

———. Southern Regional Education Board. *Why Evaluate Drug Education? Task Force Report.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1975. 32 pp.

• Clarifies the different levels of evaluation and the kinds of learning that can occur at each level. Also shows the benefits to be gained from negative findings for the ultimate success of a program. Four main sections: Why Evaluate?; Guidelines for Impact Evaluation; Suggestions for Process Evaluation; and Evaluation of Drug Programs. The booklet was developed by a task force sponsored by a Southern Regional Education Board project.

Popham, W. James. *Educational Evaluation.* Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Rossi, Peter H., and Williams, Walter. *Evaluating Social Programs.* New York: Seminar Press, 1972.

Samuels, Don, and Samuels, Mimi. *The Complete Handbook of Peer Counseling.* Miami, Fla.: Fiesta Publishing Corp., 1975. (See **Teacher/Student Training**, and **Developing Youth Skills and Roles.**)

• Part III focuses on accountability and evaluation of peer counseling programs. Includes instruments for evaluation.

Schaps, Eric, and Slimmon, Lee R. *Balancing Head and Heart: Book 2: Eleven Strategies.* (See **Teacher/Student Training**, and **Humanizing the School Climate**; also see Pacific Institute for Research and Evaluation **Building Prevention Programs**, and **Prevention.**)

• Each of the strategies described is accompanied by a commentary analyzing the strategy's strengths and limitations, a summary of research on the effectiveness of the strategy, and a reference list of research readings.

Struening, Elmer L., and Gutentag, Marcia. *Handbook of Evaluation Research.* Beverly Hills, Calif.: Sage Publications, 1975.

Suchman, E.A. *Evaluative Research: Principles and Practices in Public Service and Social Action Programs.* New York: Russell Sage Foundation, 1967. (See Weiss, Carol H.)

Webb, Eugene J.; Campbell, Donald T.; Schwartz, Richard D.; and Sechrest, Lee. *Unobtrusive Measures: Nonreactive Research in the Social Sciences.* Chicago: Rand McNally, 1966.

Weiss, Carol H. *Evaluation Research Methods for Assessing Program Effectiveness.* Englewood Cliffs, N.J.: Prentice-Hall, 1972.

• Suchman and Weiss both have new methodological approaches to evaluative research that increase the testability of assumptions that primary prevention is cost-effective.

Wortman, Paul. Evaluation research. *American Psychologist,* Aug. 1975.

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Alternate Secondary Centers 1973-1974. Hartford Moves Ahead: An Evaluation Report, 1974. 24 pp. Educational Resources Information Center. ED 97-391.

Alternatives, Inc.: A Formative Evaluation. A report to the National Institute on Drug Abuse, Fall 1975.

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Bosco, Joseph A. *Youth Tutoring Youth Program: New York City Community School District, 1974-1975.* Albany, N.Y.: State University of New York.

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Cairns, G. Evaluation of the youth-tutoring-youth program, Atlanta Public Schools, Summer 1971. *Research and Development Report,* 5(9), 1971.

Carney, Richard E. *An Evaluation of the Effects of a Program to Enhance Responsible Behavior (especially drug abuse prevention) in Grades 4 through 6 in Representative Schools in Five Orange County, California School Districts. 1973-1975.* Santa Ana, Calif.: Orange County Department of Education, 1975.

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Dade County Public Schools, Planning and Evaluation Department. *Evaluation of the 1973-1974 Substance Education Program PRIDE* (Professional Resources in Developmental Education). 1974.

Demos, George. *Evaluation and Program Results, Drug Abuse Prevention Education, Orange County Department of Education, Jan. 1, 1974-June 30, 1975.*

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Educational Alternatives Through Peer Teaching (Project E.A.P.T.). Berkeley, Calif.: University of California. Evaluations in 1971 and 1974.

Emrich, R.L. *Evaluating the Prevention or Preventing the Evaluation: A Survey of Drug Prevention Program Evaluation.* Davis, Calif.: National Council on Crime and Delinquency Research Center, Feb. 1975.

- This report, prepared for the Special Action Office for Drug Abuse Prevention, evaluates and summarizes evaluations of drug prevention programs. Some of the positive evaluations are:

  El Dorado, Arkansas, Drug Education Project, Final Evaluation, Second Year's Operation, 1972-1973. Evaluated by Tom Benberg and Gary Standridge.

  The Drug Usage among Dallas Independent School District Students. Evaluation by William J. Webster and Clinton C. Schumacher.

  Mississippi Drug Education Specialist Program. Evaluation by Harold V. Knight and Gerald R. Kutzman.

  Glendale Outreach Program. Evaluation by Edward B. Rettig, California Office on Criminal Justice Planning, Sacramento, Calif.

  The Drug Abuse Prevention Efforts in Charlotte-Mecklenburg, North Carolina. Evaluation by the Charlotte Drug Education Center, Inc.

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Smart, R.G., and Fejer, Dianne. *Drug Education: Current Issues, Future Directions.* Toronto, Canada: Addiction Research Foundation, 1974.

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Wayne County, Mich., Intermediate School District, Detroit, Mich. *Summary of the Evaluation of Outcomes after DARTE Training.* (Drug Abuse Reduction through Education, a values clarification approach).

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Wong, Martin R., and Zimmerman, Robert. Changes in teacher attitudes toward drugs associated with a "Social Seminar" course. *Journal of Drug Education,* 4(4):361-367, Winter 1974.

Wunderlich, Richard A.; Lozes, Jewell; and Lewis, James. Recidivism rates of group therapy participants and other adolescents processed by a juvenile court. *Psychotherapy: Theory, Research and Practice,* 11(3):243-245, Fall 1974.

- This study compared nondrug related juvenile offenders with juvenile drug offenders who completed a special program for drug-related offenders in Prince Georges County, Md. The program, GUIDE (Guidance, Understanding and Information in Drug Evaluation), provided short-term group therapy for adolescent drug abusers and their parents.

Measures and Instruments

Bessell, Harold, and Palomares, Uvaldo H. *Developmental Profile.* Human Development Training Institute, 1081 East Main St., El Cajon, Calif. 92021.

- In three parts: Awareness (of self; sensitivity to others); Mastery (self-confidence; effectiveness); and Social Inter-action (comprehension; tolerance).

Carney, Richard E. *Risk-Taking Attitude Value Inventory, and Manual.* Educators Assistance Institute, 9841 Airport Boulevard, Los Angeles, Calif. 90045.

Chun, K.J.; Cobb, S.; and French, J.R.P., Jr. *Measures for Psychological Assessment: A Guide to 3,000 Original Sources and Their Applica-*

tions. Ann Arbor: Survey Research Center, Institute for Social Research, The University of Michigan, 1975.

Colwell, Lida; Taylor, Louise, and Simpson, Bert K. *Me and You Inventory*. San Diego, Calif.: Pennant Educational Materials.

Comrey, Andrew L.; Backer, Thomas E.; and Glaser, Edward M. *A Sourcebook for Mental Health Measures*. Los Angeles: Human Interaction Research Institute, 1973.

Drug Abuse Research Instrument Inventory, 133 Mt. Auburn St., Cambridge, Mass. 02138; Ferneau, Ernest W., Jr., Project Director.

- This archive is a depository for a wide variety of drug measures.

Educational Testing Service, Princeton, N.J. 08540. *QUESTA I and QUESTA II*. 1971, 1972.

- These instruments seek to assess the overall environment of secondary schools so that a school can make better decisions based upon the data gathered from students, faculty, and administrators.

Elinson, J., and Zanes, A. *Make Yourself Heard: A Survey Instrument for Students 1-12*. New York: Columbia University School of Public Health.

Elliot, Burton. Assessing the environment of the secondary school. *National Association of Secondary School Principals Bulletin*, 56:75-78, Nov. 1972.

- A brief overview of the concept of school climate and discussion of the author's use of Stern's *High School Characteristics Index*.

Evans, Karen Loges, and D'Augelli, Judith Frankel. *The Modified Pennsylvania State University Personal Drug Use Scale*. Harrisburg, Pa.: Addictions Prevention Laboratory.

Fine, Thomas W. Teacher/students alienation survey. *Journal of Secondary Education*, 49:277-279, Oct. 1969.

- A good introductory measuring device for the school environment. The quick checklist (10 items for teachers and 10 for students) assesses the openness of school atmosphere and can easily be administered.

Gardner, Lawrence E. *Gardner Analysis of Personality Survey (GAP)*. Contemporary Design, P.O. Box 262, Campbell, Calif. 95008.

- The survey provides a graphic representation of how a person responds to a particular set of situations and gives insight into values important to the person at a given time.

Gordon, Ira J. *How I See Myself Scale.* The Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Fla. 32601, 1968.

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- A rating scale designed to help measure attitudes toward important educational issues. A 20-minute test that can be easily administered to individuals, small or large groups. For school administrators, community leaders, university foundations, and governmental departments related to education who need help in making decisions regarding issues especially significant in causing school/community conflict.

Guthrie, P.D., ed. *Measures Pertaining to Health Education: II. Drugs. An Annotated Bibliography.* TM Reports No. 9, ERIC Clearinghouse on Tests, Measurements, and Evaluation. Rockville, Md.: National Clearinghouse for Drug Abuse Information, Aug. 1972. 42 pp.

Hendrickson, Grant. High school morale and humanistic psychology. *Journal of Humanistic Psychology,* 13(4):69-75, Fall 1973.

- The Student Attitude Survey developed by the author is a 30-item questionnaire on various aspects of high school life. Results of the survey may be compared to a set of survey norms available from the Bureau of School Service, University of Washington.

Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, Calif. 90024.

- A source for instruments, surveys, and questionnaires in the affective domain, including drug education.

Interstate Educational Resource Service Center, Salt Lake City, Utah 84111. *Measurement of Affect and the Humanizing of Education. Part 3, Workshop and Procedures for Working with Schools.*

Kuntzelman, William P., and Camp, William L. Use of Stern's high school characteristics index survey in study of student and faculty perceptions. *Illinois School Research,* 5(5):15-18, Feb. 1969.

- Data revealed a school environment in which the student body demanded a degree of assertive manipulative control over others and a striving to overcome difficult, frustrating experiences; the faculty revealed a pressure for self-protection, deference, and submissiveness to opinions and preferences of superiors, and a need for acceptance and protection.

Lafferty, J. Clayton. *Level I: Life Styles.* Plymouth, Mich.: Human Synergistics.

- This survey instrument was designed to be used in schools to assess the personalities of the adults in a school or district, thus providing one type of a composite picture of the climate in school/district. The author will score the results, review them with the appropriate group(s), and then make recommendations.

Learning Concepts, 2501 North Lamar, Austin, Tex. 78705. *1976 Learning Concepts Catalog.*

- Tools for evaluation covering content areas of Special Education, Early Childhood, Speech, Bilingual/Multicultural, Affective Domain, Career Education, Adult Learning, Open School Concept, Administrative Management, Counseling, and New Products. Some of the titles: *Comprehensive Career Assessment Scales; Primary Self-Concept Inventory, K-6; School Attitude Tests; Cultural Attitude Inventories; Planning, Conducting and Evaluating Workshops; School Accountability Series; Open School Evaluation System; Counseling with Mexican American Youth;* and *Goals: A Synthesis of Individual and Group Goal Setting.*

McReynolds, P., ed. *Advances in Psychological Assessment*, Vol. 1, Palo Alto, Calif.: Science and Behavior Books, 1968.

Miles, Matthew; Lake, D.G.; and Earle, R.B. *Measuring Human Behavior: The Assessment of Social Functioning.* New York: Teachers College Press, 1973. 422 pp.

- Reference handbook detailing critical information on 84 research instruments for studying organizations, groups, and interpersonal relationships, and normal individuals functioning in them. The instruments are theory based and were carefully developed. Few of them have been reviewed or critiqued elsewhere in the recent literature. For each instrument, information is given on availability, variables measured, administration and scoring, history of development, reliability, validity, norms, response sets, and measurement difficulties. Includes reviews of 20 other existing compendia of research instruments.

Murphy, Maribeth L. *Murphy Values Inventory.* San Diego, Calif.: Pennant Educational Materials.

Pfeiffer, J. William, and Heslin, Richard. *Instrumentation in Human Relations Training: A Guide to 75 Instruments with Wide Application to the Behavioral Sciences.* University Associates, 7596 Eads Ave., La Jolla, Calif. 92037.

The Piers-Harris Children's Self-Concept Scale. Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tenn.

Postman, Neil, and Weingartner, Charles. Two tests to take to find out if yours is a "great" school. *American School Board Journal*, Jan. 1974, pp. 23i26.

- The school in the article is described by 27 statements the authors consider carefully developed conventions of the ideal school process. Readers then may compare their school setting to the one described.

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Sadker, David; Sadker, Myra; and Cooper, James M. Elementary school—through children's eyes. *Elementary School Journal*, 73:289-291, Mar. 1973.

- A description of Sinclair's Elementary School Environment Survey as it was used with 5,000 pupils by the Massachusetts State Department of Education in 1970.

Sanford, Edward W., and Seiders, Nancy P. *Sanford-Seiders Values Inventory of Behavioral Responses (VIBR)*, Contemporary Design, P.O. Box 262, Campbell, Calif. 95008.

- Intermediate, junior high grades. Designed to measure values within context of the Laswell value framework and show status in each value category.

Self Esteem Institute, 1736 Stockton St., San Francisco, Calif. 94133. *Coopersmith Self-Esteem Inventory*. 1975.

Simpson, Bert K. *Perception Values Inventory*. San Diego, Calif.: Pennant Educational Materials.

Sinclair, Robert L. Set a stage for response. *Instructor*, 82:44-47, Feb. 1973.

- The author describes how to use his Elementary School Environment Survey, in which pupils score their school by categories: involvement, humanism, autonomy, equity, adequacy, and morale.

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- This 300-item instrument has been widely used since 1960 and covers most aspects of high school life.

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ADDITIONAL READINGS

Bibliographies

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Alcohol Health and Research World. *Teenage Drinking: A Bibliography*, Winter 1973/74. Rockville, Md.: National Clearinghouse for Alcohol Information.

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Barth, Roland S., and Rathbone, Charles H. *A Bibliography of Open Education.* Newton, Mass.: Education Development Center, Inc., 1971.

Canfield, John, and Phillips, Mark. Humanisticography. In: *Media & Methods*, Sept. 1971. Adirondack Mt. Humanistic Education Center, Upper Jay, N.Y. 12987.

- Annotated resource guide to over 130 books, films, tapes, simulations, classroom exercise books, curricula, journals and organizations in the field of humanistic education.

Cedar Rapids Public Library, Iowa Drug Abuse Information Center, 428 Third Ave., S.E., Cedar Rapids, Iowa 52401.

Together: Your Special Collection, by Craig Wunderlich, June 1975. 81 pp.

- This fourth annual annotated bibliography is a combination of three earlier bibliographies with new materials. Arranged in six sections: Drugs, Alternatives, Preventing Abuse, Treating Abuse, Materials for Other Publics, and For Further Interest. The most significant titles are fully annotated. Additional un-annotated titles are included in the last section for those with special interest in a given classification.

In Search of Self, by Lee Hayden, 1972. 44 pp.

- An annotated bibliography of selected titles in the areas of drugs, alcohol, humanistic psychology, and mysticism. Includes audiovisual materials.

New Ways of Being, by Wunderlich and Hayden, August 1973. 23 pp.

With Help from My Friends. Ibid., June 1974. 35 pp.

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- A list of 15 books that form a good basic collection of drug abuse books for $100.

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- Books for adults, young people, on prevention of adolescent pregnancy, family planning and responsible sexuality, with list of recommended films.

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- Annotated bibliographies of selected documents on alternatives in education. Two annotated bibliographies are included:

  Allen, Harvey A. Alternative routes to adulthood: A bibliography, in *Phi Delta Kappan*, 56(9):632:635, May 1975.

  Natriello, Gary, and Venables, Thomas J., eds. *Alternative Education: Books and Films about Alternative Education. An Annotated Bibliography.* Trenton, N.J.: Division of Research, Planning, and Evaluation, New Jersey Department of Education, 1974. 23 pp.

Farthing, Carolyn. *Prevention, Selected Bibliography.* Community Psychiatry, Department of Psychiatry, University of North Carolina School of Medicine, Chapel Hill, N.C. 27514, 1975. (See **Prevention Approaches to Other Social and Health Issues** for a number of these annotated entries relevant to mental and social health.)

Governor's Council on Drug and Alcohol Abuse, 2101 N. Front St., Harrisburg, Pa. 17110. *Primary Prevention: A Selected Annotated Bibliography of Literature on Drug and Alcohol Abuse*, by Aaron D. Gresson, 1975. 9 pp.

- Organized into five areas important to the administrative and evaluative aspects of prevention: Perspectives on prevention; Some strategies for administering programs; Selected intervention/prevention settings; Evaluation strategies; and Bibliographies.

The Interagency Task Force on Comprehensive Programs for School-Age Parents, U.S. Office of Education. *A Comprehensive Approach to the Problem of Adolescent Pregnancy: A General Survey of the Literature*. January 1974. U.S.O.E., 400 Maryland Ave., S.W., Room 2089-G, Washington, D.C. 20202.

Kelley, Marjorie. *In Pursuit of Values*. San Diego, Calif.: Pennant Educational Materials, 1975.

- Selected bibliography of values-oriented books for preschool through teenager.

Learning Resources Corporation, 2817-N. Dorr Ave., Fairfax, Va. 22030; Durham, Lewis; Gibb, Jack R.; and Knowles, Eric. *A Bibliography of Research*, 1967. 72 pp.

National Clearinghouse for Drug Abuse Information, P.O. Box 1908, Rockville, Md. 20850.

Drug Abuse Current Awareness System (DACAS).

- DACAS is a comprehensive biweekly listing of citations of recent drug abuse literature. Titles are derived from trade and textbook publishers, scientific and technical journals, popular magazines, underground newspapers, professional journals, and Government reports. Citations are indexed into 21 major subject areas and listed alphabetically by author.

Report and Reference Series.

Series 5, No. 2. *Voluntary Action in Drug Abuse Prevention Programs*. Dec. 1973. 15 pp.

Series 6, No. 1. *Drug Abuse in Industry*. July 1973. 20 pp.

Series 6, No. 2. *Religious Activities and Drug Abuse: Some Current Highlights*. Dec. 1973. 6 pp.

Series 8, No. 1. *Selected Resources for Drug Information Centers*. Nov. 1974. 29 pp.

- Short listings of abstracts directed toward student-researchers, special interest groups, and professionals requiring more resources than public information materials can provide. Each series presents an

overview of the existing literature, but is not meant to be comprehensive or definitive in scope.

Special Bibliographies.

No. 1. *Methadone and Pregnancy*, Sept. 1974. 31 pp.

No. 2. *The CNS Depressant Withdrawal Syndrome and Its Management.* Apr. 1975. 55 pp.

No. 3. *Polydrug Use.* June 1975. 35 pp.

No. 4. *Women and Drugs.* Oct. 1975. 61 pp.

- With abstracts and author indexes.

National Clearinghouse for Mental Health Information, 5600 Fishers Lane, Rockville, Md. 20852. *Mental Health Consultation and Education.* An Annotated Bibliography. 1976.

National Coordinating Council on Drug Education, 1526 18th St., N.W., Washington, D.C. 20036. *Annotated Bibliographies: Drugs and Alcohol.* 1975.

National Institute of Mental Health, Center for Studies of Child and Family Mental Health, 5600 Fishers Lane, Rockville, Md. 20852. *An Annotated Bibliography on Mental Health in the Schools*, by Jean A. Westler, 1970-1973. 29 pp.

Ohio Department of Mental Health and Mental Retardation, Drug Abuse Prevention Office, 2929 Kenny Road, Room F-101, Columbus, Ohio 43221. *Annotated Bibliography of Primary Prevention.* 1976.

Sex Information and Education Council of the U.S. (SIECUS), 1855 Broadway, New York, N.Y. 10023. *Human Sexuality: A Booklist for Professionals, 1970.*

- Annotated bibliography containing over 250 entries grouped by subject and keyed for appropriate reading level.

Periodicals/Journals

Addiction Research Foundation, 33 Russell St., Toronto, Canada M55 251.

Projections.

- A monthly review of audiovisual materials published by the Audiovisual Group, provides film information and ratings.

Addictions. Quarterly, $6 a year.

American Institutes for Research, P.O. Box 1113, Palo Alto, Calif. 94302. *Innovations.* Newsletter.

American Journal of Drug and Alcohol Abuse. Marcel Dekker, Inc., P.O. Box 11305, Church St. Station, New York, N.Y. 10249. Quarterly, $30 a year.

APS Publications, Inc., 150 Fifth Ave., New York, N.Y. 10011. *Adit: Approaches to Drug Abuse and Youth.* Published eight times a year, $15.

- Articles describing innovative educational programs and youth-participation projects. Book reviews and sources are included.

Association for Humanistic Psychology. *Journal of Humanistic Psychology.* (See **Prevention.**)

Baywood Publishing Company, 43 Central Dr., Farmingdale, N.Y. 11735.

Drug Forum. The Journal of Human Issues. Quarterly, $30 a year.

International Journal of Altered States of Consciousness. Quarterly, $25 a year.

Journal of Drug Education. Quarterly, $25 a year.

Briarpatch Review, 330 Ellis St., San Francisco, Calif. 94102.

- Issued by the Portola Institute as a service to those who opt for a nonacquisitve lifestyle. Briarpatch people are those who "learn to live with joy, more interested in learning how the world works than in acquiring possessions and status."

Chicano Alliance of Drug Abuse Programs, P.O. Box 200, El Paso, Tex. 79942. *La Voz de la Alianza.* Newsletter of CADAP and the Chicano Alliance Training Institute.

The CoEvolution Quarterly, 558 Santa Cruz, Menlo Park, Calif. 94025. Quarterly; $6 a year; $2 an issue.

- Stewart Brand, creator of the *Whole Earth Catalog*, edits this new lease-on-life magazine. The Winter, 1973-74 issue describes his game-game that allows the player to test his own limits in whatever without the ultimate risk. A win/win game-game.

Contemporary Drug Problems. Federal Legal Publications, Inc., 95 Morton St., New York, N.Y. 10014. Quarterly, $20 a year; institutional, $24. Editorial offices, 515 Oxford St., Westbury, N.Y. 11690.

The COSSMHO Reporter. National Coalition of Spanish-Speaking Mental Health Organizations, 5412 East Beverly Blvd., 2nd floor, Los Angeles, Calif. 90222.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. $9 for four issues. 24 pp.

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- A quarterly annotated bibliography of current literature on educational and vocational guidance. Includes a special supplement of articles, speeches, or research documents. About 250 books, pamphlets, and periodicals are reviewed in each issue.

Curriculum Innovations, Inc. 5454 South Shore Dr., Chicago, Ill. 60615. *Synopsis.*

- Magazine published every other week, each issue focused on a specific topic, expressing a variety of viewpoints. Students can compare their views with such disparate ones as those of the President, youth or ethnic leaders, scientists, or college students.

Drugs and Drug Abuse Education. Scope Publications, 474 National Press Building, Washington, D.C. 20004. $33 a year. 8 pp.

- Monthly newsletter. Covers news of Federal programs, regulations. So far negligible primary prevention content.

Educational Alternatives Project, Center for Public Choice in Education, Indiana University School of Education, Bloomington, Ind. 47401.

- A consortium for options in public education. Occasional newsletter, *Changing Schools*, and information and evaluations of alternative modes of education.

Educational Resources Information Center (Central ERIC), National Institute of Education, Washington, D.C. 20208.

Resources in Education (RIE). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office. Monthly, $42.70.

- A monthly abstract journal indexed for identification and acquisition according to the ERIC Thesaurus, with about 200 word abstracts per document. The entries are primarily unpublished, or limited distribution documents, i.e., technical and research reports, speeches, papers, program descriptions, teacher guides, statistical compilations, curriculum materials, and other "fugitive" types of literature.

Current Index to Journals in Education (CIJE). Monthly, $50, a[illegible] with two semiannual cumulations, $90.

- A companion to *Resources in Education*, provides detailed indexing for articles in over 700 educational journals.

Essence of Adolescence, 168 Woodbridge Ave., Highland Park, N.J. 08904. Monthly except August, $5 a year.

- Information and research about problems and concerns of adolescents, written in layman's language to inform parents, educators, and young people.

Grafton Publications, Inc., 667 Madison Ave., New York, N.Y. 10021.

Addiction and Drug Abuse Report. Monthly, $22 a year.

- Covers all aspects of drug abuse prevention and treatment.

Delinquency and Rehabilitation Report. Monthly, $28 a year.

- To help "invent useful lives for those who never had them."

Special Reports:

Guidelines for Dealing With Youth, 1973. $5.

Serious Projects for Youth, 1973. $2.50.

What You Need to Know About Anti-Drug Abuse Work. $5.

Grassroots. c/o The Student Association for the Study of Hallucinogens, Inc. (See **Drugs and Drug Abuse.**)

Institute for the Study of Drug Misuse, Inc., 111 Fifth Ave., New York, N.Y. 10003. *Caveat*. Monthly newsletter.

Institutional Development and Economic Affairs Service, Inc. (IDEAS), 1785 Mass. Ave., N.W., Washington, D.C. 20036. *Exchange*. Quarterly, $3 a year.

- A bulletin for exchange of information among teachers and students working with publications based on the Foxfire Learning Concept.

By summer 1975 the "Foxfire experience" adds up to 34 publications recording community and culture in States as remote from Rabun Gap, Ga. as Hawaii and Maine. IDEAS acts as clearinghouse and source of instructional material for the many projects flourishing upon the concept.

Involvement: The Journal of Success-Oriented Education, 12011 San Vicente Blvd., Los Angeles, Calif. 90049. Quarterly, $6 a year.

- Reports on pedagogical philosophy and practice and how new ideas and techniques work out in the classroom.

Learning: The Magazine for Creative Teaching, 1255 Portland Place, Boulder, Colo. Editorial office, 530 University Ave., Palo Alto, Calif. 94301. Monthly during school year, 9 issues $10; $1.25 a copy.

- Keeps teachers in touch with the exciting part of teaching/learning. A regular section, "Thumbs Up," reviews new books and multimedia materials with an eye toward utility and price as well as what the kids like.

MANAS. Manas Publishing Company, P.O. Box 32112, El Sereno Station, Los Angeles, Calif. 90032. Weekly except July and August, $5 a year. 8 pp.

- Devoted to making sense of the human condition. Commentaries on the people and institutions whose ideas and efforts are changing, or have changed, the dominant mind-set of cultures and society.

Media and Methods, A Division of North American Publishing Company, 134 N. 13th St., Philadelphia, Pa. 19107. Nine issues a year, $7.

- Assistance for teachers and administrators in getting more effective results with curricula and auxiliary materials, with an emphasis on improving teacher performance and classroom atmosphere.

National Alliance Concerned With School-Age Parents, 7315 Wisconsin Ave., 211-W, Washington, D.C. 20014. *NACSAP Newsletter.* Quarterly for members. Dues, $2 a year for young parents; individual, $20 year; family, $30; sustaining, $50; and patron, $100.

- Includes column, "Resources in Review."

National Association of State Drug Abuse Program Coordinators, Suite 900, 1612 K St., N.W., Washington, D.C. 20006. *News Service: Legislative Alerts & Monthly Reports.* Monthly, $50 a year.

National Board of YMCAs, Suite 848, 1030 15th St., N.W., Washington, D.C. 20005. *Capital Briefs.* Newsletter.

- Provides information related to legislation and funding applicable to youth programs.

National Commission on Resources for Youth, 36 West 44th St., New York, N.Y. 10036. *Resources for Youth Newsletter.*

- Free quarterly welcomes readers to provide information about other youth programs in which young people have active planning and operational roles. (See **Prevention.**)

National Coordinating Council on Drug Education, 1526 18th St., N.W., Washington, D.C. 20036. *National Drug Reporter.* Monthly, $21 a year.

- Concise coverage of developments in the field, with listings of resources. (See **Prevention.**)

National Council on Crime and Delinquency, Continental Plaza, 411 Hackensack Ave., Hackensack, N.J. 07601. *Crime and Delinquency.* Quarterly, $15 membership.

National Council on Drug Abuse Newsletter. The National Council on Drug Abuse, 8 South Michigan Ave., Suite 310, Chicago, Ill. 60603. Monthly, $48 a year.

National Drug Abuse Center, 1901 North Moore St., Arlington, Va. 22209. *Resources.*

- Bimonthly bulletin for training human resources produced for the National Institute on Drug Abuse. Readers are invited to assist in the research and writing of material for the bulletin.

National Exchange of Hotlines. 311 South Cedar Ave., Minneapolis, Minn. 55404. Monthly, $6 a year.

The National Self-Help Resource Center, 1800 Wisconsin Ave., N.W., Washington, D.C. 20007.

- Newsletter and workshops. Newsletter includes a column, "The Resource Review." Invites readers to submit ideas and information.

National Youth Alternatives Project, 1830 Connecticut Ave., N.W., Washington, D.C. 20009. *Youth Alternatives.* Monthly, $6 a year.

- Publicizes events, issues and activities affecting youth and youth workers. (See **Prevention.**)

New Schools Exchange. Pettigrew, Ark. 72752.

- Alternative and free schools, nontraditional education, and new learning environments.

People Watching. (Curriculum and techniques for teaching the behavioral sciences in the classroom.) Behavioral Publications, Inc., 2852 Broadway, Morningside Heights, New York, N.Y. 10025. Biannual, $5 individual; $10 institutions.

- For elementary school teachers (K-6) and curriculum specialists interested in introducing human behavior concepts to elementary school curricula.

Prevention Resource Bulletin. Pyramid, 39 Quail Court, Suite 201, Walnut Creek, Calif. 94596.

- A new publication of the Pyramid Project sponsored by the Prevention Branch, Division of Resource Development, National Institute on Drug Abuse. The bulletin will act as a reader forum for exchange of information and program resources. Readers are invited to send in ideas for stories, as well as brief descriptive articles and useful tips for other prevention workers.

Resurgence, 275 Kings Road, Kingston, Surrey, England. Six issues a year, 36 pp. per issue. $7 a year in U.S. currency, airmail $10.

- The nuts and bolts of reforming, improving, or radically changing ideas about the meaning of human life and progress.

Sage Publications, 275 South Beverly Dr., Beverly Hills, Calif. 90212. *Youth & Society,* and *Small Group Behavior.*

Stone Soup, P.O. Box 83, Santa Cruz, Calif. 95063. Published in November, February, and May; $2 per issue, $5 a year.

- A literary magazine written by children—about 80 pages of their stories, poems, plays, book reviews, and drawings. Children also serve on the editorial board, choosing work for the magazine. Each issue

contains an informal guide for teachers to help them assimilate the journal and its philosophy into language arts programs.

Street Drug Survival, Do It Now Foundation National Media Center, P.O. Box 5115, Phoenix, Ariz. 85010. One year, $1.

- A quarterly newsletter.

University Associates, Inc., 7596 Eads Ave., La Jolla, Calif. 92037. *Group & Organization Studies: The International Journal for Group Facilitators*. Quarterly, $18; yearly prepaid, $20.

- Subject areas: leadership/management development; personal growth; intercultural communication; couples' consultation; organization development; community development; case and field studies; critiques of research, theoretical models, affective education; and book reviews.

University of California Extension Media Center, Berkeley, Calif. 94720. *EMC: Lifelong Learning*. Weekly except July and August, when issued twice weekly; and January, when issued three times weekly.

- Articles and brief reviews of films, with annotated listings of new EMC acquisitions, videotapes, and 16 mm. films.

Youth Development and Delinquency Prevention Administration, U.S. Department of Health, Education and Welfare, Washington, D.C. *Delinquency Prevention Reporter*. Newsletter.

- Information related to program funding.

Research Studies and Surveys

American Alliance for Physical Education, Health and Recreation, 1201 16th St., N.W., Washington, D.C. 20036. *Bibliography of Research Involving Female Subjects*, 1975. 224 pp.

- A compilation of theses and dissertations in physical education, health and recreation involving female subjects, categorized under: motor learning, psychological aspects, physiological and biomechanical aspects; sport study; physical education for the handicapped; health; teaching/curriculum; and recreation/leisure.

American Public Health Association, Inc. Greene, Mark H., and Dupont, Robert L., eds. *The Epidemiology of Drug Abuse*. American Journal of Public Health Supplement, Vol. 64, Dec. 1974. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975. 56 pp.

- Application of epidemiology to the study of drug abuse is a relatively new development. The techniques of the discipline, which are applicable to phenomena as diverse as cancer, occupational disease, nutri-

tion, and family planning, are well suited to analysis of drug abuse, as this monograph illustrates. The eight papers assembled may interest other researchers in applying these techniques in their efforts to understand and solve the complex human problem of drug abusing behavior.

Benson, H.; Wallace, R.K.; Dahl, E.C.; and Cooke, D.F. "Decreased drug abuse after the continued practice of transcendental meditation; a study of 1,862 subjects." Presented at the International Conference on Drug-Abuse Problems, Ann Arbor, Mich., Nov. 1970.

Beyers, Charlotte K. *Can Health Habits Really Be Changed?* Alcohol, Drug Abuse, and Mental Health Administration, Office of Public Affairs, Rockville, Md. 20852.

- A report on one study that sought to determine whether mass communication techniques could motivate people to change habits that undermine health.

Blackford, Lilian S. *Drug Use Surveillance in San Mateo County Schools.* San Mateo, Calif.: Department of Public Health and Welfare.

- Continuing series of comparable surveys of drug use among students in junior and senior high schools in San Mateo County.

Brett, A. "The Influence of Affective Education on the Cognitive Performance of Kindergarten Children." Unpublished doctoral dissertation, University of Miami, Coral Gables, Fla., 1973.

Brown, William F. *Student-to-Student Counseling: An Approach to Motivating Academic Achievement.* University of Texas Press, 1973. (See **Teacher/Student Training.**)

Capone, T. et al. Peer group leadership program in drug abuse prevention, 1970-1971 academic year. *Journal of Drug Education*, 3:201-245, 1973.

Charlotte Drug Education Center; McLeod, Jonnie H., and McGuire, J. Denny. *Revisited: Alcohol and Other Drug Usage Among Junior and Senior High School Students in Charlotte-Mecklenburg.* Charlotte, N.C.: Charlotte Drug Education Center, Feb. 1975.

Crosby, John F. The effect of family life education on the values and attitudes of adolescents. *The Family Coordinator*, Apr. 1971, pp. 137-140.

Damico, S., and Watson, K. "Peer Helping Relationships: An Ecological Study of an Elementary Classroom." Paper presented at the Annual Meeting of the American Research Association, Chicago, Ill., 1974.

Darrigrand, G., and Gum, M. A comparison of the effects of two methods of developmental guidance on the self-concept, peer relationships, and school attitudes of second-grade children. In: *Additional Studies in Elementary School Guidance: Psychological Activities Evaluated*, Miller, G.D., ed. St. Paul, Minn.: Minnesota Department of Education, 1973.

Dearden, Marlin H., and Jekel, James F. A pilot program in high school drug education utilizing non-directive techniques and sensitivity training. *Journal of School Health*, Mar. 1971, pp. 118-124.

Eldridge, M.; Barcikowski, R.; and Witmer, J. Effects of DUSO on the self-concepts of second-grade students. *Elementary School Guidance and Counseling*, 7:257-260, 1973.

Fred Streit Associates. *A Study to Determine Needs of Youth for Prevention of Drug Abuse and Other Problems for North Essex Drug Abuse Council*. Montclair, N.J., Jan. 1974.

Garcia, J. "Preventive Programs in Parent Education: A Study of P.E.T." M.S.W. Research project, unpublished. University of Southern California, 1971.

Gattozzi, Antoinette A., and Luce, Gay. "Physiological Effects of a Meditation Technique and a Suggestion for Curbing Drug Abuse." In: *Mental Health Program Reports*, No. 5, Rockville, Md.: National Institute of Mental Health, 1971.

- Report on research projects by Wallace and Benson into the effects of meditation on drug abuse and hypertension.

Gold, M., and Mann, D. Delinquency as defense. *American Journal of Orthopsychiatry*, 42(3):463-479, 1972.

- This study shows that defense against a derogated self-image is a motivation for delinquent behavior. Drug abuse was one of the 16 delinquent behaviors included in the study.

Goodstadt, Michael S. *Myths and Methodology in Drug Education: A Critical Review of the Research Evidence*. Substudy 588. Toronto, Canada: Addiction Research Foundation, 1974. 57 pp.

- This review assesses the scientific quality of the evidence. The findings are primarily negative as to the proven effectiveness of drug education. Evaluators of current prevention programs are challenged, in the light of inadequacies in the studies reported, to push toward a higher scientific standard of evaluation that will enable programers to proceed more confidently. But even this paucity of evidence suggests that higer marks result from process programs that deal with feelings and coping strengths more than from informational programs.

Gregory, Robert J. Revitalizing communities through drug education. *Journal of Drug Education*, 4(4):399-408, Winter 1974.

- A case report. (See **Building Prevention Programs.**)

Griggs, Joe W., and Bonney, Merle E. Relationship between "causal" orientation and acceptance of others, "self-ideal self" congruency and mental health changes for fourth and fifth grade children. *The Journal of Educational Research*, 63(10), July-Aug. 1970.

Grof, Stanislav. *Realms of the Human Unconscious: Observations From LSD Research.* New York: Esalen Books/Viking, 1975.

- A summary and condensation of Dr. Grof's 18 years of study of the effects of LSD, and the implications for elucidation of a wide range of hitherto mysterious but fundamental human potentials. Detailed case histories explore the potential of LSD to gain insights dealing with birth, art and religion, the capacity of altering consciousness, ego transcendence, schizophrenia, death, and encounters with universal consciousness.

Hamburg, Beatrix A., and Varenhorst, Barbara A. Peer counseling in secondary schools. *American Journal of Orthopsychiatry*, July 1972.

Hendin, Herbert. *The Age of Sensation.* New York, N.Y.. W.W. Norton & Co., 1975. 354 pp.

- An exploration of psychosocial factors shaping the emotional state of American youth, based on psychoanalytic interviews with 100 Columbia University students. Dr. Hendin concludes that even those students best able to deal with life exhibit "the numbness and pleasurelessness of the general flight from emotion."

Hoffman, A., and Swisher, J. "Information: The Irrelevant Variable in Drug Education." In: *Drug Abuse Prevention: Strategies for Educators*, Corder, B.; Smith, R.; and Swisher, J., eds. Dubuque, Iowa: W.C. Brown, 1974.

Horan, J.J. Preventing drug abuse through behavior change technology. *Journal of the Student Personnel Association for Teacher Education*, 1973.

Jacobson, Richard, and Zinberg, Norman E. *The Social Basis of Drug Abuse Prevention.* Washington, D.C.: The Drug Abuse Council, Inc., 1975. 123 pp.

- Report on a research study that explored whether, and to what degree, a socially based drug education process promoting moderate use of illicit drugs exists. The investigation concentrated on marihuana, the psychedelics, and the opiates.

Konopka, Gisela. *Young Girls: A Portrait of Adolescents.* Englewood Cliffs, N.J.: Prentice-Hall, 1975.

- An expanded version of the author's *Adolescents in Conflict.* A compilation of her interviews with 1,000 girls across the country.

Larsen, R. Can parent classes affect family communications? *The School Counselor,* 16:261-270, 1972.

Levinson, B. "Drug Education: A Pilot Study of a 3-dimensional Approach." Symposium, International Congress on Drug Education, Montreux, Switzerland, Oct. 1973.

Lewis, S.H., and Trickett, E.J. Correlates of differing patterns of drug use in a high school population. *American Journal of Community Psychology,* 2:337-350, 1974.

Lillibridge, M. "The Relationship of a P.E.T. Program to Change in Parents' Self-assessed Attitudes and Children's Perceptions of Parents." Unpublished doctoral thesis, United States International University, San Diego, Calif., 1971.

Lindblad, Richard A. Self-concept of white, middle socio-economic status addicts: A controlled study. *International Journal of the Addictions,* 12(1), 1977. In press.

- This study tested the hypothesis that measures of self-attitudes would distinguish those subjects who became addicts from those who did not; and that antecedent conditions posited to result in positive self-attitudes would distinguish those who became addicts from those who did not; and that developmental conditions, situations, and experiences which purport to be indices of early self-attitudes would distinguish those subjects who became addicts from those who did not. The data imply that current methods of rehabilitation may have little impact on today's narcotic problems and that efforts must be focused on primary and secondary prevention (reinforcement of positive self-attitude antecedents) prior to adolescence, the time at which self-attitudes become established.

Masters, James R., and Laverty, Grace E. *The Effects of a School Without Failure Program upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes.* Harrisburg, Pa.: Commonwealth of Pennsylvania Department of Education, 1974.

Meltzer, R. *The Effects of Values Clarification Training on Attitudes and Values in a School Setting: An Exploratory Study of Drug Prevention.* Erie, Pa.: The Erie County Drug Council, 1973.

Mohan, M. *Peer Tutoring as a Technique for Teaching the Unmotivated.* Fredonia, N.Y.: Teacher Education Research Center, State University of New York, 1972.

Myers, Eddie E. Applying a causal approach to drug education. *Journal of Drug Education,* 3(4), Winter 1973.

———. The effects of a drug education program based on the causal approach to human behavior. *Journal of Drug Education,* 4(3), Fall 1974.

National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, Md. 20852.

Biase, D. Vincent, principal investigator. *Drug Use/Abuse Concerns: Interests and Perceptions of 6,888 School Children, Grades Four Through Eight (1970-1974).* 1975.

- A pilot study of two techniques to assess and provide student input for drug prevention curricula.

Block, J.R., and Goodman, N., eds. *A Self-Administered High School Study of Drugs: Supplemental Analysis by Age and Type of Drug Use.* 1975.

Lettieri, Dan J., ed. *Predicting Adolescent Drug Abuse: A Review of Issues, Methods and Correlates.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1975.

U.S. Department of Health, Education, and Welfare. *Marihuana and Health: Fifth Annual Report to the U.S. Congress.* Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1976.

- Reports that marihuana use appears to be concentrated primarily in the 18-to-25 age bracket, with use twice as common among males as females. In the 7 years of the ongoing study the evidence shows that what was once statistically deviant behavior has become the norm for this age group. Studies of the health and behavioral effects of long-term use of marihuana are still unresolved, inasmuch as the studies have been complicated by inadequate control groups, poor research designs, and poor diagnostic criteria.

The Research Issues Series. Rockville, Md.: National Clearinghouse for Drug Abuse Information, 1974.

- Issues of current interest to the drug research community intended to stimulate further investigation into the social and behavioral implications of drug use. The present 10-volume series includes seven volumes of abstracts of research studies, one bibliography, and two essays. The first seven volumes include major empirical research findings selected by noted authorities in their respective fields.

1. *Drugs and Employment.* Attitudes toward drug use by employers and employees, the effects of drug use on work performance, hiring

and firing practices, employer rehabilitation programs. Specific studies on drug use in medicine, sports, and aviation. 31 abstracts.

2. *Drugs and Sex.* The effects of drugs on sexual behavior, correlations and relationships among a variety of populations. Arranged by drug type: multidrug, marihuana, amphetamines, LSD, heroin, and methadone. 24 abstracts.

3. *Drugs and Attitude Change.* What people believe and how they learn about drugs. Users' and nonusers' attitudes toward drugs; sources of drug information; the role of the media, drug education programs, and communications, as they influence attitudes and attitude change. 44 abstracts.

4. *Drugs and Family/Peer Influence.* Classification of peer group types; comparison of drug using and other social "deviant" behavior among youth; prediction of drug use, particularly marihuana; and the family dynamics of heroin users. 36 abstracts.

5. *Drugs and Pregnancy.* LSD: literature reviews, chromosome and teratogenesis studies. Heroin: the heroin-addicted mother-child dyad and neonatal withdrawal management. Overviews on genetics and mutational hazards. 52 abstracts.

6. *Drugs and Death.* Epidemiological studies of drug-related deaths, with an emphasis on opiates; methods of classifying and reporting drug-related deaths; and the relationship between drugs, suicide, and homicide. 49 abstracts.

7. *Drugs and Addict Lifestyles.* Lifestyle and motivation of the committed heroin user. Descriptive and comparative studies on the incidence, demographics, and characteristics of heroin-using populations; citations to books by and about addicts. 83 abstracts.

8. *A Cocaine Bibliography—Non-annotated.* All aspects of cocaine use, including coca. Covers worldwide literature: research reports, journal articles, books, news sources, and media. Arranged by decade, language, and subject. 1,800 citations.

9. *Drug Themes in Science Fiction*, by Robert Silverberg. Explores unreality as an indicator of reality; selected science fiction stories about drugs of the future and their impact on society. Includes an annotated bibliography for 1900-1973.

10. *Drug Themes in Fiction*, by Digby Diehl. Second original essay in the series exploring the cultural impact of drugs on literature. Surveys selected works of fiction with drug-related thematic content which reflect popular American attitudes toward drugs. Includes an annotated bibliography.

Off Campus High School Evaluation. Research Report. Educational Resources Information Center. ED 67 733, 1972. 140 pp.

Poe, N.; Boynton, K.; and Allman, P. "A Comparison of Self-concepts, Reflected Self and Ideal Self of Drug Abusers and Non-abusers." Unpublished report, Florida Atlantic University, 1972.

- This study found that nonabusers had higher positive self-concepts, reflected selves, and ideal selves. The authors inferred from their research the causes of drug problems: parental neglect, rejection or abuse; academic failure; inability to make friends; peer pressures; rejection or neglect by teachers; worry, feelings of frustration, and worthlessness.

Saltz, E., and Johnson, J. *Training for Thematic-Fantasy Play in Culturally Disadvantaged Children: Preliminary Results.* Detroit, Mich.: Wayne State University, Center for Cognitive Processes, 1973.

Samuels, D., and Samuels, M. Low self-concept as a cause of drug abuse. *Journal of Drug Education*, 4(4), 1974.

- A group of 37 adolescents in a drug rehabilitation program reported the factors causing their drug usage: 75.5 percent, low self-concept; 91.9 percent, boredom and curiosity; 67.5 percent, peer pressures; and 64.8 percent, pleasure-seeking. The authors see implications in these responses for the need for comprehensive preventive programs that keep adolescents busy and interested in alternatives, and develop their self-esteem.

Schaps, Eric; Sanders, Clinton R.; and Hughes, Patrick H. Student preferences on the design of drug education programs: drug users and non-users compared. *Journal of Psychedelic Drugs*, 6(4):425-434, Oct.-Dec. 1974.

- A re-analysis of data collected in a 1970 survey of 14,000 high school students to assess student attitudes as "consumers" of informational education as a prevention strategy. The findings suggest that school-based information programs have some utility as a primary prevention measure, but that students are more favorably disposed to process, rather than content, of programs. The opportunity for students to assess their own attitudes and experiences in an informed, personalized, and supportive environment seems more influential in reducing drug abuse than the traditional information approach.

Schwartz, H. *Contrived Role Playing and Attitude Change.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La., Feb. 1973.

Shain, Martin. The effect of values clarification and survey feedback on teachers' atittudes toward education and drugs. *Journal of Drug Education*, 4(4):369-384, Winter 1974.

Special Action Office for Drug Abuse Prevention. *Social Cost of Drug Abuse.* Rockville, Md.: National Institute on Drug Abuse. Dec. 1974. 55 pp.

———. Institute for Social Research. *Youth in Transition.* Rockville, Md.: National Institute on Drug Abuse.

- One part of a larger continuing survey is concerned with monitoring the trends in drug use among a sample of 1,608 boys. This longitudinal study began in 1966, under the direction of the Institute for Social Research, University of Michigan. Lloyd Johnson, Study Director.

Swisher, J.D. et al. Drug education: Pushing or preventing? *Peabody Journal of Education*, 49:68-75, 1971.

- A study exploring the relationship between an individual's knowledge about drugs, his attitudes toward use, and his use of drugs, led to the conclusion that drug programs relying on facts alone are not sufficient to prevent use of drugs and may have the opposite effect.

Swisher, J.D.; Warner, R.W.; and Herr, E.L. Experimental comparison of four approaches to drug abuse prevention among 9th and 11th graders. *Journal of Counseling Psychology*, 19:328-332, 1972.

- The comparison included (1) a standard health class unit on drug abuse; (2) an unstructured group with counselor; (3) a counseling group with two nondrug-abusing college role models, and (4) a counseling group with two ex-drug-abusing college role models. The data indicated that knowledge was increased for the three groups, but that attitudes and degree of drug usage were not changed. A high correlation between personal and peer-group drug usage was found.

Tart, Charles T., ed. *Altered States of Consciousness.* New York, N.Y.: Anchor Books/Doubleday & Co., Inc., 2nd ed.,1972. 589 pp. (See **Transpersonal/Inner Space.**)

U.S., Congress, Senate, Subcommittee on Intergovernmental Relations. *Confidence and Concern: Citizens View American Government.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1975.

- The findings of the report point to a crisis of confidence in a wide range of society's institutions. For the first time since June 1968, the circumscribed minority of citizens who thought something was "deeply wrong" with our country has become a national majority.

Wenk, Ernest A. Peer-conducted research: A novel approach to drug education. *National Association of School Principals Bulletin*, 59(39):90-94, May 1975.

Windsor, R.A. Mood modifying substance usage among 4-H and non-4-H Youth in Illinois. *Journal of Drug Education*, 3(3):261-273, 1973.

Prevention Approaches to Other Social and Health Issues

Alcohol

Alameda County School Department, 224 W. Winton Ave., Hayward, Calif. 94544. *Deciding: Student Oriented Activities for Exploring Information about Alcohol.*

- A creative tool for helping students explore information, attitudes, and pressures regarding the use of alcoholic beverages.

Alcohol Health and Research World. *Teenage Drinking: A Bibliography*, Winter 1973/74. Rockville, Md.: National Clearinghouse for Alcohol Information.

American Business Men's Research Foundation, Suite 705, Stoddard Building, Lansing, Mich. 48933.

- Conducts research on alcohol and alcohol problems, with a special interest in the problems of alcohol related to work.

American Council on Alcohol Problems, Inc., 119 Constitution Ave., N.E., Washington, D.C. 20002.

- A nonprofit organization especially concerned with education and legislation. Pamphlets and other free or inexpensive learning materials: *Youth Wants to Know* and *Teen-Age Drinking* are two recent issues.

Bowen, Murray. Alcoholism as viewed through family systems theory. *Annals of the New York Academy of Science*, 233:15-122, Apr. 15, 1974.

Chafetz, M. The prevention of alcoholism. *International Journal of Psychiatry*, 9:329-348, 1970.

Cork, Margaret. *The Forgotten Child.* Addiction Research Foundation, 33 Russell St., Toronto, Canada M5S 2S1.

- Guidance and specific things one can do to help children of alcoholic parents.

Levy, Marc R. "Community Wide Alcohol and Drug Abuse Primary Prevention." Paper presented at Alcohol and Drug Problems Association Annual Meeting, Sept. 1975. State of Oregon Mental Health Division, Salem, Oreg.

McClelland, David C., et al. *The Drinking Man.* New York: Free Press, 1972.

- Exploration of the psychological motivations for alcoholic consumption by the average man. The authors stress the relation of male

drinking to fantasies of sex and power and believe this need for power can be re-channeled into socially acceptable patterns of behavior.

———. *Power: The Inner Experience.* New York: Halsted, 1975.

Miles, Samuel A. *Learning About Alcohol.* Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1974. (See **Teacher/Student Training.**)

National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Md. 20852.

- An information service of the National Institute on Alcohol Abuse and Alcoholism covering prevention, treatment, and research. Publications include pamphlets, directories, bibliographies, posters, guides to audiovisual materials, and public service television and radio announcements. (See **Drugs and Drug Abuse.**)

Room, Robin. *Governing Images and the Prevention of Alcohol Problems.* Social Research Group, School of Public Health, University of California, Berkeley, Calif. 94720.

———. Minimizing alcohol problems. *Alcohol and Health Research World,* Fall 1974.

Sanford, N. "Community Action and the Prevention of Alcoholism." In: Adelson's *Community Psychology and Mental Health: Perspectives and Challenges.* Scranton, Pa.: Chandler, 1970.

United States Jaycees. *Operation Threshold.* Box 7, Tulsa, Okla. 74102.

- A nationwide community action program in prevention of alcohol problems. Materials developed for the campaign include:

  All in the Family: Understanding How We Teach and Influence Children About Alcohol. (With Chairman's Guide.)

  Social Drinking—for People Who Drink and People Who Don't.

  Drinking Myths: A Guided Tour Through Folklore, Fantasy, Humbug, and Hogwash. (Spanish version, *Mitos Sobre la Bebida: Una Excursion a Traves de Tradiciones y Costumbres, Fanatasias, Palabrerias y Falsedades.*)

  Alcohol Problems: Issues, Attitudes, Action Programs.

  How to Be a Good Host and Hostess. (Poster)

  Operation Threshold: The First Grassroots Manual on the Prevention of Alcohol Problems.

State of Oregon Mental Health Division, Salem, Oreg. "Alcohol and Drug Abuse Primary Prevention: Implementing House Bill 2745." Prepared by Marc Levy, 1975.

Smoking

Action on Smoking and Health (ASH), 2000 H St., N.W., Washington, D.C. 20006.

- A lobby pro your lungs, and fresher air for all, provides gentle reminders and a bit of clout.

American Cancer Society, 1825 Connecticut Ave., N.W., Washington, D.C. 20009.

"Let's Call It Quits," a television special, with Tom Bosley and Marion Ross, introduced by Chris Curle.

- A thoughtful and funny look at kicking the smoking habit.

"If You Want To Give Up Cigarettes."

- A pamphlet with helpful suggestions for stopping smoking.

Other materials dealing with the health hazards of tobacco.

Carney, Richard E. *Risk-Taking Behavior: Concepts, Methods and Applications to Smoking and Drug Abuse.* Springfield, Ill.: Charles C. Thomas, 1971.

- A wide range of materials presented in a systematic way from psychologists, educators, and other experts in human behavior, related to risk-taking behaviors.

Denson, R., M.D., Anti-smoking education and the semantics of addiction. *Canadian Medical Association Journal*, 106:21-22, Jan. 1972.

- Asks that educators recognize the reality of addiction in smokers and present the facts objectively while the child is still free to make a decision on the question of personal smoking.

National Clearinghouse for Smoking and Health, Rockville, Md. 20852.

- Pamphlets on smoking and health.

O'Keefe, H.T. The anti-smoking commercials: A study of television's impact on behavior. *Public Opinion Quarterly*, 25:242-246, 1971.

Public Health Service, Center for Disease Control, U.S. Department of Health, Education and Welfare, 5600 Fishers Lane, Rockville, Md. 20852.

Smoker's Self-Testing Kit.

Teenage Self Test: Cigarette Smoking.

Smoking Research, 440 Upas St., San Diego, Calif. 92103. *Smoking and Health: A Guide for School Action, Grades 1-12*, 1968. 100 pp.

Wayne County Intermediate School District. *DARTE Resource Guide, Substance Abuse Education and Prevention*, 1975.

- Most of the entries in this section on smoking were suggested by this *Resource Guide*. Several curriculum guides are mentioned for the considerable attention they give to the problem of smoking:

  New York State Education Department, Albany, N.Y.: *Strand II, Sociological Health Problems*, Grades 5 and 6.

  San Francisco Unified School District, *Drugs and Hazardous Substances, Grades K-12.*

  Coronado Unified School District, *Teacher's Guide to the Coronado Plan. Secondary Level, 9-12.*

  California State Department of Education, Framework for Health Instruction in California Public Schools, K-12.

  Great Falls School District No. 1, Great Falls, Montana, *Tobacco, Drug and Alcohol Unit, Grade 6.*

What Educators Can Do About Cigarette Smoking. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation.

Youth Smoking Behavior Characteristics and Their Educational Implications. A Report of the University of Illinois Anti-Smoking Education Study.

Zack, Albert A. Successfully kicking the habit (smoking withdrawal), *Nation's Schools*, 87(2):56, Feb. 1971.

Juvenile Delinquency

Law Enforcement Assistance Administration, Department of Justice, Washington, D.C. 20530. National Institute of Law Enforcement and Criminal Justice, *Exemplary Projects Program*, 1975-1976.

- The National Institute, the research center of LEAA expects to select 10 to 12 programs a year under its Exemplary Projects Program. Some of the projects selected are:

  Columbus, Ohio: an out-of-court mediation program for resolving citizen dispute;

  St. Louis: an intensive remedial education and counseling project for adjudicated delinquents;

  Sacramento: a short-term family crisis counseling project in lieu of juvenile court processing;

  Philadelphia: a youth resources center providing comprehensive services to young people.

Forms and information may be obtained from the Office of Technology Transfer, NILE & CJ, LEAA, Department of Justice, Washington, D.C. 20530.

National Council of YMCAs. *Planning for Juvenile Justice: A Manual for Local YMCAs.* New York: National Council of YMCAs, 291 Broadway, New York, N.Y. 10009. (See **Building Prevention Programs.**)

National Information Center on Volunteerism, Inc. Fautsko, Timothy F.; and Scheier, Ivan H., eds. *Volunteer Programs in Prevention and Diversion.* A Directory. Washington, D.C.: Office of Youth Development, U.S. Department of Health, Education, and Welfare, 1973.

National Institute of Mental Health, Center for Studies of Child and Family Mental Health; Butler, Dodie; Reiner, Joe; and Treanor, Bill. *Runaway House, A Youth-Run Service Project.* Rockville, Md.: National Clearinghouse for Mental Health Information, 1974.

- One of the projects of Special Approaches in Juvenile Assistance.

National Institute of Mental Health, Center for Studies of Crime and Delinquency. Rockville, Md.: National Clearinghouse for Mental Health Information.

Monographs and research reports.

Achievement Place: A Model for Delinquency Treatment. Research Report 1.

Glaser, Daniel. *Routinizing Evaluation: Getting Feedback on Effectiveness of Crime and Delinquency Programs.*

Gottfredson, Don M. *Decision-Making in the Criminal Justice System: Reviews and Essays.* Monograph.

Harlow, Eleanor, et al. *Diversion from the Criminal Justice System.*

- Informal methods to divert persons from the criminal justice systems; describes alternative treatment models for drug addicts and alcoholics; need to divert petty misdemeanants and noncriminal juveniles from overloaded courts.

Helping Schools Help Children. Research Report 2.

The Juniper Gardens Project—Study in Community Crime Control. Research Report 4.

Lemert, Edwin M. *Instead of Court: Diversion in Juvenile Justice.*

- Discusses failure of juvenile court system to provide correction instead of punishment, and need for alternative mechanisms.

Predictive Sentencing: How Best to Rehabilitate Teenage Traffic Offenders. Research Report 6.

Simon, Rita James. *The Contemporary Woman and Crime.* Monograph.

Stone, Alan A. *Mental Health and Law. A System in Transition.* Monograph.

Suicide, Homicide, and Alcoholism Among American Indians: Guidelines for Help.

Teenage Delinquency in Small Town America. Research Report 5.

Turk, Austin L. *Legal Sanctioning and Social Control.*

- Reviews existing theoretical and empirical research relating to the identification and control of deviance and criminality through social controls and legal sanctions.

Warren, Marguerite Q. *Correctional Treatment in Community Settings: A Report of Current Research.*

- Addresses issues pertaining to various community-based treatment programs; research methodology; and need for research in innovative treatment approaches.

(Courtesy copies available upon request.)

National Youth Alternatives Project, Thennes, Mark, ed. *The Juvenile Justice and Delinquency Prevention Act: Some Guides to Impacting its Implementation Locally.* Washington, D.C.: National Youth Alternatives Project, Aug. 1975. 27 pp.

- These guides call for active participation of community groups in local decisions. The booklet covers four areas for community participation: representation in juvenile justice advisory groups; making recommendations to the State Planning Agency; participation in the planning process; and ongoing monitoring of the State Planning Agency activities.

Reckless, W., and Dinitz, S. *The Prevention of Juvenile Delinquency: An Experiment.* Columbus: Ohio State University Press, 1972.

- The goal of this project was to create a preventive program which would have teachers serve as adult role models for pre-adolescent boys heading toward delinquent adjustment. Excellent research design.

Scheier, I.H., and Berry, J.L. *Serving Youth as Volunteers.* Boulder, Colo.: National Information Center of Volunteerism, 1972. 36 pp.

Special Approaches in Juvenile Assistance (SAJA), 1743 18th St., N.W., Washington, D.C.

- A community of youth projects. Annual report available.

U.S., Congress, Senate. Public Law 93-415. S. 821. *Juvenile Justice and Delinquency Prevention Act of 1974.* Sept. 7, 1974.

U.S., Congress. Public Law 93-647. *Social Security Act, Title XX, Social Services Amendment of 1974*, effective Oct. 1, 1975.

- A Youth Services amendment replaced Title IV-A program, providing grants to States for services directed at five goals: self-support; self-sufficiency; preventing or remedying neglect, abuse, or exploitation of children and adults; preventing or reducing inappropriate institutional care; and securing referral or admission for institutional care when other forms of care are not appropriate.

Using Title XX to Serve Children and Youth. DHEW, Office of Child Development, 330 C St., S.W., Room G, 311 South Building, Washington, D.C. 20201, 1975.

- This 75-page manual will assist youth-oriented prevention programs in tapping a new funding source.

Wolff, Jurgen. *The Use of Radio in Juvenile Delinquency Prevention.* American Institute for Research, Box 1113, Palo Alto, Calif.

Youth Development and Delinquency Prevention Administration. *Delinquency Prevention Through Youth Development.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972. 32 pp.

- A reassessment of present public policies for dealing with youthful deviance. Calls for development of new linkages between an understanding of what causes deviant activities and what should be done about the problems.

Mental Health

Anthony, E. James. "Primary Prevention with School Children." In: *Progress in Community Mental Health*, Barten, H.H., and Bellak, L., eds. Vol. II. New York: Grune & Stratton, 1972.

- Cites some of the shortcomings of research in prevention. Illustrates a pre-crisis model of primary prevention of emotional disorders in school children in St. Louis. A well-designed research method.

Becker, Alvin; Wylan, Louise; and McCourt, William. Primary prevention—whose responsibility? *American Journal of Psychiatry*, 128(4):412-416, 1971.

- Recommends development of primary prevention services for high-risk groups along the model of the Boston State Hospital Program.

Berlin, I. "Prevention of Mental and Emotional Disorders of Childhood." In: Wolman's *Manual of Child Psychopathology.* New York: McGraw-Hill, 1972.

- Examines the role of mental health consultation in schools and the school's role in prevention.

Bower, Eli M. *Early Identification of Emotionally Handicapped Children in School.* Springfield, Ill.: Charles C. Thomas, 1969.

- Discusses the concept of prevention, antagonisms toward preventive programs, and an approach for screening for preventive action in the schools.

———. "K.I.S.S. and Kids: A Mandate for Prevention." *American Journal of Orthopsychiatry*, 42(4):556-557, July 1972.

- Discusses preventive action in four key areas: health services, especially to prospective mothers and young children; families; peer-play arrangements; and schools.

———. *Teachers Talk About Their Feelings.*

Caplan, G. "An Approach to Preventive Psychiatry." In: Caplan's *Support Systems and Community Mental Health.* New York: Behavioral Publications, 1974.

- The administrative action approach with the goal of reducing the incidence of stress situations or the increase in the provision for satisfaction of psychological needs. Suggestions for using consultation methods to improve personal interaction.

———. *Principles of Preventive Psychiatry.* New York: Basic Books, 1964.

- Comprehensive and systematic presentation of the concepts and methods of preventive psychiatry.

Goldston, Stephen E. Mental health education in a community mental health center. *American Journal of Public Health*, 58(4):693-699, Apr. 1968.

- Discusses the potential for mental health workers to function as educators in community mental health, using the concepts of primary prevention. Outlines tasks for specifically trained mental health educators and the kinds of training needed.

———. "Primary Prevention: A View From the Federal Scene." In: *Conference Proceedings: First Vermont Conference on the Primary Prevention of Psychopathology. June 25-28, 1975.* In press.

- A conceptual framework of health promotion via the sociopsychocultural-educational model in distinction to a medical model. The distinction involves questions of social competence, coping capability, and ego-strengthening measures rather than criteria of psychiatric symptomatology. Notes the significant gaps in primary prevention programing and offers considerations and themes for integrating primary prevention into present programs.

———, and Padilla, E. *Mental Health Training and Public Health Manpower.* U.S. Department of Health, Education, and Welfare. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972.

———, et al. "Primary Prevention and Health Promotion." In: *Mental Health: The Public Health Challenge.* American Public Health Association, 1975. Pp. 51-57.

Harper, Robert, and Balch, Philip. Some economic arguments in favor of primary prevention. *Professional Psychology*, Feb. 1975. Pp. 17-25.

- Evaluative research data, and a method of demonstrating the cost-effectiveness of primary prevention. The economic analysis contrasts the cost equation per dollar spent for mental health by tertiary, secondary, and primary prevention services in mental health. Reprints available from Dr. Harper, University of Oregon Medical School, Portland, Oreg. 97201.

Hollister, William. "Consultation Education and Prevention." In: *Social Psychiatry*, Wilson, R., ed. Springfield, Ill.: Charles C. Thomas, 1975.

———. Booster shots for personality, *The PTA Magazine*, 64(5):16-19, 1970.

Kellam, S. et al. *Mental Health and Going to School: The Woodlawn Program of Assessment, Early Intervention, and Evaluation.* Chicago, Ill.: University of Chicago, 1975.

Kessler, M., and Albee, G. Primary prevention. *Annual Review of Psychology*, 1975.

- Excellent overview of the field and review of the literature.

Kiesler, F. "Programming for Prevention." In: Denner's *Community Mental Health: Social Action and Reaction.* New York: Holt, Rinehart and Winston, 1973.

Mental Health Materials Center, 419 Park Ave. South, New York, N.Y. 10016. *Selective Guide to Materials for Mental Health and Family Life Education*, 1976. 900 pp.

- Comprehensive annotations of over 500 recommended materials. (See **Prevention.**)

Mills, Roger C. "Prevention and the Psychology of Metal Wellness." Eugene, Oreg.: Lane County Community Mental Health Center. Conference paper. 1975.

Murphy, L., and Changler, Caroline. "Building Foundations for Strength in the Preschool Years: Preventing Developmental Disturbances." In:

Golann's *Handbook of Community Mental Health.* New York: Appleton-CenturykCrofts, 1972.

National Institute of Mental Health, Center for Studies of Child and Family Mental Health. *An Annotated Bibliography on Mental Health in the Schools, 1970-1973,* by Jean A. Westler. Rockville, Md.: National Clearinghouse for Mental Health Information. 29 pp. (See **Humanizing the School Climate;** *Promoting Mental Health in the Classroom; Teachers Talk About Their Feelings;* and *Mental Health at School.*)

National Institute of Mental Health. *Planning for Creative Change in Mental Health Services: A Distillation of Principles on Research Utilization,* Vol. 1. Rockville, Md.: National Clearinghouse for Mental Health Information, 1973.

Ohio Department of Mental Health and Mental Retardation, Office of Staff Development, 2929 Kenny Road, Rm. F-101, Columbus, Ohio 43221.

- A general bibliography of primary prevention references, 1976. Contact: Jan Marie Brecht, Drug Abuse Prevention Coordinator.

Powell, T. The use of self-help groups as supportive reference communities. *American Journal of Orthopsychiatry,* 45(5):756-764, Oct. 1975.

- Discusses the potential to the therapist from self-help groups, examines patterns of influence operative in the groups, and suggests professional cooperation with such groups in the interests of clients.

River Region Mental Health-Mental Retardation Board, Louisville, Kentucky. *Communicating: How?* 1975.

- An information kit on mental health education and information dissemination through the use of a mass media campaign. A how-to manual designed for use by mental health educators, with a description of an "alternatives" campaign conducted by the River Region Mental Health-Mental Retardation Board.

Signell, K. "Kindergarten entry: A preventive approach to community mental health." *Community Mental Health Journal,* 8:69-70, 1970.

———. Training nonprofessionals as community instructors: A mental health education model of primary prevention. *Journal of Community Psychiatry,* 3(4):365-373, Oct. 1975.

- Describes a training program for nonprofessionals to do mental health education work in the community. Focus was on training parents in parent-child communication to train other parents.

Zax, M., and Specter, G. "Prevention in the Greater Community." In: *An Introduction to Community Psychology*. New York: John Wiley & Sons, 1974.

- Detailed discussion of community programs of prevention, their methods and outcomes.

Career Education

American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C.

The *Multimedia Catalog, 1975* lists materials relevant to career education:

Holland, John, and Super, Donald. *A Dialogue on Vocational Development Theory*, in two parts. 16 mm color and sound films, 25 min., rental $25; sale $250 each.

- Part I includes definitions and clarification of the terminology and differentiates between career and occupation. Part II relates the theories to what is going on in society today and takes note of the advances needed to help counselors prepare young people for the kind of world they'll know 20 years from now.

Keith, James A. *Project WERC: "Why Not Explore Rewarding Careers?"* A series of 12 films, 16 mm color and sound; rental $20 a day; sale $225.

- The films cover careers that do not require a 4-year baccalaureate degree: health services; building trades; business and office occupations; communications; industry; machine trades; personal services; sales; skilled services; and transportation. *The Project WERC Resource Book* supplements the film series.

Periodicals:

Inform. 10 issues a year, $15.

- A newsletter on career information. Subscribers also receive the *Career Resource Bibliography*.

The Vocational Guidance Quarterly, $10 a year.

- Discusses theory, research, and practical applications, and evaluates current career literature.

The School Counselor, Nov. 1973. 92 pp. $2.50.

- Special issue on career education has articles dealing with career education in the elementary grades and career education as it affects blacks. (See National Vocational Guidance Association.)

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. $9 for 4 issues. 24 pp.

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- A quarterly annotated bibliography of current literature on educational and vocational guidance. Includes a special supplement of articles, speeches, or research documents. About 250 books, pamphlets, and periodicals are reviewed in each issue.

Gross, Ronald, and Osterman, Paul, eds. *The New Professionals: The Problems, Joys and Promise of Devoting Your Working Life to Making a New America—Probed by People Who Are Doing It.* New York: Simon & Schuster, 1972. 315 pp.

- Fifteen professionals explore the transformations taking place in some of the major professions: medicine, law, religion, politics, and business. Closing section on "New People for the Professions" includes articles on the New Careers Strategy, by Alan Gartner and Frank Riesman, and "Demasculinizing the Professions," by Caroline Bird.

Hendrick, Joseph L. et al. *Work/Education Initiative.* Discussion paper for the Departments of Labor, Commerce, and Health, Education, and Welfare. Rockville, Md.: National Institute on Drug Abuse. Nov. 6, 1975. 30 pp.

- The Work-Education Initiative seeks to promote a fuller development of human potential by promoting a closer collaboration among business, industry, and public education to the end that young people will make the transition to the world of work or postsecondary education in a rational fashion, through a series of hands-on work experiences. Elements of the plan include use of existing community councils and advisory groups in which business, industry, parents, and youth share responsibility in planning the high school experience.

Marland, Sidney P., Jr. *Career Education: A Proposal for Reform.* New York: McGraw-Hill, 1974. 318 pp.

- Explanation of why and how career education is more relevant than traditional teaching, and what can be done to improve it. Describes some of the career education models in several states, and notes the new Federal authority for educational reform in the Occupational and Adult Education title and the Comprehensive Employment and Training Act of 1973.

National Vocational Guidance Association (a division of American Personnel and Guidance Association).

Bibliography of Current Career Information, 6th ed., 1973. 129 pp. (Check 1976 Catalog for later edition.)

Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips and Printed Materials. 1971. 34 pp.

Pitts, Griff D. *How to Select a Private Vocational School.* 1974. 24 pp.

Samler, Joseph. *The Vocational Counselor and Social Action*, 1970. 24 pp.

- Examines mounting social problems and the force counselors can exert to increase the realization of human potential.

Super, Donald E., et al. *Measuring Vocational Maturity for Counseling and Evaluation*, 1974. 170 pp.

- Practitioners with various approaches cover problems encountered in measuring vocational maturity. Covers theory, maturity measurement instruments and their uses, evaluation, and special counseling for girls and women.

Wiggins, James D. *Tested Practices: Organizing a School Counselor Program—The Priority: Career Counseling Program*, 1974. 80 pp.

- A manual for organizing a priority counseling program, includes research and evaluation reports on the program.

U.S. Office of Education, Fund for the Improvement of Postsecondary Education; Capital Higher Education Service, Inc. *Final Report to FIPSE from CHES*, Dec. 10, 1975. Unpublished report to the Fund for the Improvement of Postsecondary Education, from Capital Higher Education Service, Inc., 275 Windsor St., Hartford, Conn. 06120.

- A report on an attempt to provide a community service that links the world-of-work skills and experience to the academic-credentials structure. The model was based upon one of the projections of career education in which individuals might use their life and work experiences to structure and reinforce academic disciplines, and vice versa. This is one community's response to a long-felt need for an advisory-brokerage service to translate values and skills learned in one pursuit to the other.

Waltz, Garry; Smith, Robert; and Benjamin, Libby, eds. *A Comprehensive View of Career Development*. Washington, D.C.: American Personnel and Guidance Association, 1974. 104 pp.

- Chapters cover the significant and emerging trends and theories in career planning, guidance, and development.

Wirtz, Willard, and the National Manpower Institute. *The Boundless Resource: A Prospectus for an Education/Work Policy*. Washington, D.C.: The New Republic Book Co., 1975. 205 pp.

- The premise and conviction is that the conventional separation of school and work is detrimental to youth and adults. Analyzes the problem and proposes a strategy for change that provides for combining the earning with "learning" of a living, for interweaving employment and self-renewal. Proposals range from considered breaks in the student's classroom years, to sabbaticals for adults; the institution of Community Education-Work Councils as brokers for the youth experience; and the foundation of a Work Institute.

Work in America. Report of a Special Task Force to the Secretary of Health, Education, and Welfare. Cambridge, Mass.: The MIT Press, 1973. 262 pp.

- A study by the W.E. Upjohn Institute for Employment Research of the current nature of work and the workplace that have implications for the social and economic strength of the Nation. Goes to the roots of why millions of Americans are dissatisfied with the quality of their working lives, and calls for large-scale reforms to alter the situation, beginning with basic redesign of jobs. The report shows that work-related problems often result in declining physical and mental health, greater family and community instability, less balanced sociopolitical attitudes, and an increase in drug abuse, alcoholism, aggression, and delinquency.

Wurman, Richard Saul, ed. *Yellow Pages of Learning Resources.* Cambridge, Mass.: The MIT Press, 1972. 94 pp.

- A guide to the city, any city or town, which is an education in itself. There are some 70 alphabetically arranged categories of people and places where young people can learn about the work that gets done.

Zephyros, 1201 Stanyan St., San Francisco, Calif. 94117; Jones, Ron, ed. *Your City Has Been Kidnapped,* 1973.

- A do-it-yourself publishing collective that started out of frustration with textbook publishers, schools of education, and professional organizations has continued its growth. Catalog of materials includes innovative educational materials, many adapted to the kind of local exploration that is a key component of elementary career education.

Preventive Medicine/Public Health

The American Red Cross, National Headquarters, 18th and E Streets, N.W., Washington, D.C. 20006.

Standard First Aid and Emergency Care. 268 pp.

Advanced First Aid and Emergency Care. 318 pp.

- Each of these textbooks contains a chapter on drugs and drug accident prevention.

Basic Rescue and Water Safety. 55 pp.

- The above, and other books are available from local chapters of the Red Cross as part of an ongoing safety program.

Brunswick, Ann F., and Josephson, Eric. Adolescent health in Harlem. *The American Journal of Public Health,* Oct. 1972.

- Report of a study of adolescent health based on a cross section of households in Harlem. The data from the interviews and medical examinations of 752 black youths, ages 12-17, have numerous implications for the needs of improved health care of adolescents.

Bureau of Health Education, U.S. Department of Health, Education, and Welfare, Center for Disease Control, Atlanta, Ga. 30333. *Focal Points.*

- Monthly newsletter concentrating on indepth reports on health. The Feb. 1976 issue reports on The School Health Curriculum Project, its underlying principles and strategies, project diffusion and expansion, and distinctive characteristics. The project has been evaluated and assessed as a positive effect and impact upon schoolchildren's knowledge and behavior.

Byler, Ruth; Lewis, Gertrude; and Totman, Ruth. *Teach Us What We Want to Know.* New York: Mental Health Materials Center, 1972.

- Report of a survey of health interests, concerns, and problems of 5,000 students in selected schools from kindergarten through grade 12, published for the Connecticut State Board of Education.

Community Program Development Division, Bureau of Health Education, Center for Disease Control, Atlanta, Ga. 30333.

- Information about the School Health Curriculum Project, a program initiated in San Ramon, Calif., as a new approach to education about smoking and other health concerns. The curriculum emphasizes a positive health concept that stimulates student awareness of health as a major area for developing sound decisions for effective living.

Cooper, Katherine. *A Selected Reference List, Nutrition Education and Special Needs of Pregnant Women, Infants, and Young Children, with Special Emphasis on Low Income.* National Nutrition Education Clearinghouse, Society for Nutrition Education, 2140 Shattuck Ave., Suite 1110, Berkeley, Calif. 94704, 1974.

- The list includes Spanish-language materials.

Copans, Stu, and Osgood, David, eds. *The Home Health Handbook: A Preliminary Guide to Self-Help and Rural Medicine.* 3rd ed. Brattleboro, Vt.: The Stephen Greene Press, 1972.

- An evolving handbook for individuals and communities that want to assume responsibility for its health maintenance. The project grew out of the concern for improved health in rural areas and communes, but has pertinence to city dwellers as well.

Fleming, Lily; Fulton, Wallace; and Messolonghites, Louisa. *High School Health Fairs: Manual for Conducting Medical Examinations for Students in a Large Urban High School.* New York Life Insurance Company, 51 Madison Ave., New York, N.Y. 10010, 1973. 61 pp.

- A report on three health fairs conducted in New York City high schools and on some of the findings that provide a profile of health problems among adolescents in low-income families. The manual describes three different models for health fairs in school settings.

Hummel, Joan. Non-medical use of drugs: Effects on the fetus. *Drug Forum*, Summer 1971, pp. 417-422.

Jacobson, Michael. *Nutrition Scoreboard: Your Guide to Better Eating.* Center for Science in the Public Interest, 1779 Church St., N.W., Washington, D.C., 1973. 102 pp.

Leavell, H.R., and Clark, E.G. *Preventive Medicine for the Doctor in His Community.* 3rd ed. New York: McGraw-Hill, 1965.

Milio, Nancy. *The Care of Health in Communities.* New York: Macmillan, 1975.

- The author's experience and research point to the greater importance of general material and social environment for the maintenance of health than to the remedial services public and other agencies attempt to provide in the name of delivery of health care.

Miller, Don. *Body Mind: The Whole Person Health Book.* Englewood Cliffs, N.J.: Prentice-Hall, 1974.

Nowlis, H.H. Communicating about drugs. In: *New Directions in Health Education*, Read, D.A., ed. New York: Macmillan, 1971.

Pannor, Reuben. The teen-age unwed father. *Clinical Obstetrics and Gynecology*, 14(2), June 1971.

- Suggests that society is neglecting an important future resource by neglecting to help unwed fathers strengthen and stabilize their relationships to the next generation.

Samuels, Mike, and Bennett, Hal. *The Well Body Book.* New York: Random House, 1973. 350 pp.

Realms of Change

American Library Association, Social Responsibilities Round Table Task Force on Alternative Books in Print. *Alternatives in Print: An Index and Listing of Some Movement Publications Reflecting Today's Social Change Activities.* 2nd ed. The Ohio State University Libraries, Columbus, Ohio 43210, 1972. 372 pp.

- A comprehensive index to groups and publications that espouse alternative life-styles and responsible social action. Traditional library tools were not adequate to assist librarians in meeting the growing demand for such materials, hence this compendium. The 74-page subject index is a clue to the dimension of concerns and alternatives.

Avis, Warren. *Shared Participation.* Garden City, N.Y.: Doubleday, 1973.

Baier, Kurt, and Rescher, Nicholas, eds. *Values and the Future: The Impact of Technological Change on American Values.* New York: Macmillan, 1969. 527 pp.

- A multidisciplinary work in which philosophers joined with social scientists to define our values, analyze value change, and to focus on specific ways technology has changed and will continue to change the American value structure.

Bell, Daniel. *The Cultural Contradictions of Capitalism.* New York: Basic Books, 1976. 302 pp.

- Capitalism must either reconcile its affective and rational elements or destroy itself, warns this sociologist.

Bennis, Warren. *The Planning of Change.* New York: Holt, Rinehart and Winston, 1969.

Brown, Barbara. *New Mind, New Body, Biofeedback: New Directions for the Mind.* New York: Harper & Row, 1974.

- A review of the considerable research on biofeedback, and the implications of its potential widespread use in preventing and controlling stress-related diseases.

Conger, D. Stuart. *Social Inventions.* Saskatoon, Saskatchewan, Canada: Modern Press, 1973. 194 pp.

- A view of civilization through the social inventions that humans have created to cope with change. Covers social inventions in the fields of mental health, educational outreach, law, welfare, government, voluntary organizations, psychology, and the marketplace. Half the book is a charted course of social inventions reaching back to their earliest traceable roots. Useful classroom tool for humanities studies.

Feldman, Saul D., ed. *Life Styles: Diversity in American Society.* Boston: Little, Brown and Co., 1972.

- Anthology of 36 articles dealing with different aspects of American lifestyles.

Fuchs, Lawrence. *Family Matters.* New York: Random House, 1972.

- An examination of the characteristics of the American family and some of the forces changing it, for better or worse.

Green, Maureen. *Fathering.* New York: McGraw-Hill, 1976. 230 pp.

- Calls for a reinvention of the role of human fatherhood, which Margaret Mead has noted is a social invention, while motherhood is a palpable fact. The author holds that men need fatherhood in the way women seem to need motherhood, and that as mothers become free to step outside their traditional role, men should be free to return to theirs, and start earning their authority. She argues that children

need the kind of partiality that only parents can show them, and that they need two parents, neither of whom are deprived of the suffering and enjoying of their children.

Halleck, Seymour L. *Politics of Therapy*. New York: Harper & Row, 1971.

- Addresses the question of whether the psychotherapist should use his skills to try to bring about change within social or political systems.

Harman, Willis W. The coming transformation in our view of knowledge. *The Futurist*, 8(3):126-128, June 1974.

- Foresees a dramatic shift in people's basic concept of scientific knowledge. The new knowledge paradigm (model or pattern) is identified by eight characteristics, the final one allowing for a much more unified view of human experiences now categorized under such diverse headings as "creativity," "intuition," "mysticism," "psychic phenomena," and "religious experience." His discussion starts with a brief review of the basic nature of future research and its methods, and contains a table illustrating the problems that result from "success."

Hubbard, Barbara. *Guide to Future Maps: A New Cartography (to Design and Envision Humanity's Future)*. The Committee for the Future, 2325 Porter St., N.W., Washington, D.C.

- A graphic synthesis of the ideas and social inventions that have brought us this far, with a map for keeping up with new knowledge, insights, and trends.

Land, George T. Locke. *Grow or Die: The Unifying Principle of Transformation*. New York: Random House, 1973.

- Transformation theory defines the process of growth to which every form of life is subject to nature's single mandate. In this creative synthesis, the author sets forth a set of laws through which mankind can control its destiny and also extend its freedom.

Lind, Alden. The future of citizen involvement. *The Futurist*, 9(6):316-328, Dec. 1975.

Lippitt, Gordon L. *Visualizing Change: Model Building and the Change Process*. Washington, D.C.: NTL Learning Resources Corp., 1973. 352 pp. (See **Humanizing the School Climate.**)

Madden, Carl H. *Clash of Culture: Management in an Age of Changing Values*. National Planning Association, 1606 New Hampshire Ave., N.W., Washington, D.C., 1972. 120 pp.

- Portrays the forces of change that affect our society, and emphasizes that the underlying source of change in our culture must be recognized and dealt with in a rational manner, whether they are changes we see occurring now or changes yet to come. The book was prepared for the Business Advisory Council on National Priorities to help business play a more active role in inventing the future. A chart of some of the basic innovations in the social sciences since 1927 and the number of years until impact on the culture illustrates the rapidity with which value changes now impact.

Malcolm, Andrew J. For students, a course on marriage reality. *The New York Times*, Nov. 16, 1975, p. 38.

- A senior high school course on marriage is in its fifth year and has proved so successful that the State of Oregon is considering making the course a requirement for all high school seniors. Information, Cliff Allen, Wes Johnson or Dede Barr, Parkrose, Oreg. Senior High School.

Otto, Herbert, ed. *Family in Search of a Future*. New York: Appleton-Century-Crofts, 1970.

- A series of articles by psychologists, sociologists, anthropologists, psychiatrists, and psychoanalysts depict some of the future prospects for marriage and the family.

Pettit, George A. *Prisoners of Culture*. New York: Scribner's, 1970.

- An anthropologist considers the dilemmas of youth in industrial society, contrasting today's separation of life experience from work to the commingling of the two forces in primitive societies.

Rogers, Carl R. *Becoming Partners*. New York: Delacorte, 1972.

- Interviews with couples engaged in open or equal-rights marriages describe their crises, joys, and growth. Dr. Rogers summarizes the qualities of a lasting relationship, whether in traditional or transitional modes of marriage and/or communal living.

Saturday Review, Feb. 21, 1976. The Psychotherapy Jungle: A Guide for the Perplexed. *Saturday Review/World*, 488 Madison Ave., New York, N.Y. 10022.

- A special section with articles by Albert Rosenfeld, Morris B. Parloff, Maya Pines, Jarl Dyrud, Seymour S. Kety, Joann Rodgers, and Anthony Wolff. In "Shopping for the Right Therapy," Parloff notes that the four main schools of psychotherapy are split into more than 130 sub-schools. He clarifies some of the key approaches: analytically oriented therapy; behavior therapy; humanistic therapy; transpersonal therapy, and some special treatments he terms "pan-theoretical."

Schindler-Rainman, Eva, and Lippitt, Ronald. *The Volunteer Community: Creative Use of Human Resources.* Fairfax, Va.: NTL Learning Resources Corp., 1971.

- Social trends that have led to the development of volunteerism; the interrelationship between democracy, volunteerism, and personal growth. Depicts a volunteer community in action, and suggests methods for motivating, recruiting and training people toward that entity.

Schumacher, E.F. *Small Is Beautiful: Economics As If People Mattered.* New York: Harper & Row, 1973. 305 pp.

- A British economist urges decentralization of industry and an emphasis on providing jobs for people rather than increasing productivity. Calls for an "intermediate technology" that is neither primitive nor highly advanced. A book to influence the ways one may think about work, economic development, and life in general.

Seifert, Harvey. *Reality and Ecstasy: A Religion for the 21st Century.* Philadelphia, Pa.: The Westminster Press, 1974. 173 pp.

- A professor of Christian Ethics proposes a reality-based religion for the "unreligious" modern man or woman. The greatest ecstasies known to humanity, he says, are released only when given a religious dimension. The process of moral decisionmaking unites theology and ethics with the natural and behavioral sciences. Includes suggestions for hastening the revitalization of imperfect churches that might be the catalysts for releasing the moral energy needed in crisis times.

Thompson, William Irwin. *Passages About Earth: An Exploration of the New Planetary Culture.* New York: Harper & Row, 1974. 206 pp.

- The founder of a new cultural and educational center, the Lindisfarne Association, explores and analyzes the new planetary culture he sees emerging in a spiritually evolving mankind.

Tomkins, Calvin. New paradigms: Profiles (Michael Murphy). *The New Yorker,* Jan. 5, 1976, pp. 30-51.

- The founder of Esalen Institute is profiled as a reflection of what Esalen has meant and accomplished in the years since 1962, and the direction its founder is now setting for the Institute. Murphy envisions a further psychothesis along the lines of Roberto Assagioli's psychosynthesis model, in which the human potential movement and the great contemplative traditions of the past are integrated. Esalen will also place a greater emphasis on sports.

Watts, Alan W. *Supreme Identity*. New York: Vintage, 1972.

- The state of chaos in modern civilization, the author maintains, stems from the lack of any unifying principle. He feels that religion must be the instrument for the unity needed. He describes the characteristics of a unified society and explains how this unity can be realized.

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